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**MINISTRY OF EDUCATION & YOUTH
SERVICES**

GOVERNMENT OF INDIA

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CONTENTS

CHAPTER	PAGE
I Introductory	1
II School Education	14
III Higher Education	34
IV Technical Education	57
V Scientific Surveys and Development	68
VI Scholarships	92
VII Development of Languages	97
VIII Book Promotion	120
IX Youth Services, Youth Welfare, Physical Education Games and Sports	144
X Celebrations and Programmes of National Integration	160
XI Cultural Affairs	179
XII Unesco and Cultural Relations with Other Countries	203
XIII Adult Education and Libraries	230
XIV Education in Union Territories	242
XV Pilot Projects, Clearing House Functions and Social Science Research	259
ANNEXURES	
A. Attached and Subordinate Offices of and Autonomous Bodies Attached to the Ministry	270
B. Universities and Other Comparable Institutions of Higher Education	275
C. Indian Scholars Studying Abroad	280
D. Foreign Scholars Studying in India	292
E. Statement Showing Progress of Hindi Termino- logical Work of CSTT	295
F. Publications Brought out during 1970-71	296

CHARTS**PAGE**

I	Administrative Chart of the Ministry	3221 21
II	Progress of Lower Primary Education	3223 23
III	Progress of Higher Primary Education	3224 24
IV	Progress of Secondary Education	3225 25
V	Progress of University Education	3226 26
VI	Progress of Technical Education	3227 27
VII	Progress of Expenditure on Education by Sources	3228 28

CHAPTER I

INTRODUCTORY

1.01. Following the mid-term Lok Sabha elections, 1971, Shri Siddharta Shankar Ray assumed charge of the Ministry of Education & Youth Services as the Union Minister for Education and Social Welfare on March 18, 1971. Prof. V. K. R. V. Rao, erstwhile Union Minister of Education & Youth Services who had assumed charge on February 14, 1969, relinquished it on the morning of March 18, 1971.

A. THE BACKDROP

1.02. **Scope and Responsibilities of the Ministry :** Under the Constitution of India, education is essentially a State subject. But the Centre is vested with certain specific responsibilities which have been mentioned in Lists I and III of the Seventh Schedule of the Constitution. Article 351 of the Constitution has made the promotion and enrichment of Hindi the responsibility of the Government of India which is discharged through the Ministry of Education & Youth Services. By a Parliamentary Resolution, the Ministry of Education & Youth Services have also been made responsible for the development of all Indian languages.

Matters relating to Unesco concern the Ministry of Education & Youth Services. This Ministry also share with the State Governments the responsibility for promotion of youth programmes in all its aspects.

1.03. **Administration :** The secretariat of the Ministry is headed by a Secretary to the Government of India, helped by an Additional Secretary. The secretariat consists of 17 divisions and 6 exclusive units (including Central Secretariat Library),

the divisions being grouped into 7 bureaux, six of which are headed by officers of the rank of Joint Secretary and one by that of Director. There are 23 subordinate offices and one attached office and in addition, 46 autonomous organisations that are financed and supported by the Ministry. They execute directly the Ministry's policies and programmes in the field. An administrative chart is appended to this report. A list of attached and subordinate offices and autonomous organisations is given at *Annexure A*.

1.04. The Ministry no longer holds charge of the Council of Scientific and Industrial Research (at present with the Cabinet Secretariat) and the Indian Council for Cultural Relations (at present attached to the Ministry of External Affairs). The other important changes in administration during the period have been the following :

- (i) In pursuance of a directive from the Cabinet Secretariat, a Career Management Unit has been set up in the Ministry secretariat in October, 1970 for the purpose of carrying out career management programmes.
- (ii) A Directorate of Adult Education has come into being from March 1, 1971, as a subordinate office, converting the erstwhile Department of Adult Education of the National Council of Educational Research and Training, an autonomous body, following a recommendation of the Review Committee of the NCERT, 1968.
- (iii) It has been decided to set up a National Staff College for Educational Planners and Administrators as an autonomous institution in place of the present Asian Institute of Educational Planning and Administration, New Delhi, run by the Ministry in a conjunction with UNESCO.

1.05. **Fourth Five-Year Plan :** In the Fourth Five-Year Plan (1969-74), as finalised now, the allocation for education stands at Rs. 823 crore which is 5.2 per cent of the total outlay in the public sector. Though this indicates a slight step-up from 4.8 per cent spent on education during the Annual Plans period of 1966-69, this is still lower than the percentage of 6.9 for the Third Five-Year Plan. The distribution of Rs. 823 crore between the State sector and the Central and Centrally sponsored sector is Rs. 552 crore and Rs. 271 crore respectively.

1.06. **Budget :** As against the budget estimate of Rs. 116.19 lakh for 1970-71 relating to the secretariat proper, the revised estimates for 1970-71 are Rs. 119.10 lakh and the budget estimates for 1971-72 are Rs. 124.99 lakh.

1.07. As against the total budget estimates of Rs. 86.62 crore for 1970-71 for the Ministry as a whole (excluding provisions made for the CSIR and also excluding the provisions made for this Ministry in the Demands operated by the Ministries of Home Affairs and Finance), the revised estimates for 1970-71 are Rs. 85.93 crore and the budget estimates for 1971-72 are Rs. 89.12 crore (provisional).

B. GENERAL REVIEW

1.08. **International Education Year 1970 :** The most important event of the year has been the observance of the International Education Year 1970 as part of a world-wide programme in accordance with UN General Assembly and UNESCO General Conference resolutions. The key-note of the Indian programme is: "Education in the Seventies: the Challenges of the Future and How to Meet Them". Inaugurated on July 18, 1970 by the President of India, V. V. Giri at a special function held at the capital, the national year-long programme will end on July 18, 1971, synchronising with the academic year in the country and unlike the pattern in other countries. The programme comprises a number of special seminars and experts' meetings on various areas of

current interest. Thus, an All-India Seminar on Montessori Methods of Education, a National Seminar on Adult Education, a Seminar on Primary and Work-oriented Education, a Regional Seminar on Application of Modern Management Techniques to Educational Systems, a Regional Training Seminar on Educational Statistics, a Seminar on Open University, a National Seminar on the Reorientation of Technical Education System to Industrial Development in the Second Development Decade, a National Seminar on Mass Media in Education and a UNESCO Regional Seminar for Leaders of Youth Science Activities have already been held under various auspices. Two more seminars, one on Cultural Content in Education and the other on Education in the Seventies will be held shortly. The last one will mark the culmination of the series and the Indian programme of the IEY where the reports of all the seminars will be considered and an attempt will be made to evolve a synthesis of ideas and thinking for planning specific programmes of educational development in the seventies. Besides the seminars, other activities included broadcasting, discussions on various educational themes in AIR, observing the birth centenary of Dr. Maria Montessori, observing the 75th birthday of Acharya Vinoba Bhave and Tri-centenary of John Amos Komensky (Comenius), the great Czech humanist. Details are given in Chapter X.

1.09. Compulsory Primary Education: Primary education has received comparatively less support in the Fourth Plan. A committee under the chairmanship of the Union Minister for Education and Youth Services has been engaged in reviewing the position afresh and formulating concrete proposals towards the realisation of the Constitutional directive on compulsory primary education by 1985 at the latest. The committee is yet to submit its report. Meanwhile, pilot projects are either in the offing or already on, with regard to both the expansion and improvement of primary education. The NCERT for example, was engaged in a pilot project in 10 schools in Uttar Pradesh to study the impact of the ungraded school system on reducing wastage

and stagnation. A programme is already afoot to conduct pilot projects in school education in a district in each of the States, of which four are intensive educational district development projects. In these pilot projects priority is being given to compulsory primary education emphasising four major aspects, namely, promoting girls' education, reducing wastage and stagnation, education of scheduled castes/tribes, backward classes, landless laborers, etc., and part-time and continuation education. The projects, among others, will also be engaged in work-oriented education. A National Seminar on Primary and Work-Oriented Education was held at New Delhi in November, 1970, as part of the programme, to consider trends of development in the sixties and formulate programmes and policies for the improvement of primary education in the seventies. The details of these programmes are given in chapters II and XV.

110. School Science: The project on the expansion and improvement of science education in schools in accordance with the agreement entered into with UNESCO and UNICEF in April 1967 has made considerable progress during the year. In the 1970 academic session a pilot project was launched to enable the States to try out the new science courses and the newly developed science kits. 1,200 schools participating in this project, were provided with science kits. UNICEF equipment has been made available to 79 key institutions comprising State Institutes of Education, State Institutes of Science Education and selected teacher training colleges and schools. The NCERT has continued to play its due role in the project and in the strengthening of school science. Under the project all States have agreed to introduce new science curricula in classes I-IV. Necessary instructional materials including textbooks, science kits, etc., developed and produced by the NCERT are also being supplied to the States. Details will be found in chapter II.

1.1. School Textbooks: Programmes relating to school textbooks and literature for children have received considerable attention and support both at the Centre and in the states. Al-

school textbooks, while at the national level the NCERT has been making worthwhile and effective contribution in the preparation of model textbooks, textual materials and related literature. To coordinate and guide all activities in this regard the National Board of School Textbooks has been functioning at the national level since December, 1968. Among other programmes, mention may be made of the progress achieved in establishing the Textbook Printing Press at Chandigarh under central auspices. Chandigarh's is one of the three such presses gifted by the Government of the Federal Republic of Germany, the other two being located at Bhubaneswar and Mysore. The first consignment of machinery having arrived and the press building nearing completion, the Chandigarh Press is likely to go into production shortly. The NCERT has been engaged in a crash programme of evaluation of school textbooks in all states at all stages with the cooperation of the State Governments with a view to locating passages liable to incite fissiparous and divisive tendencies in young minds. The programme has recorded substantial progress. Another scheme of importance is 'Nehru Bal Pustakalaya', designed to produce in all major Indian languages supplementary reading material for children with a view to promoting national integration. Implemented by the National Book Trust since 1968-69, seven titles were brought out during the year, all being uniformly priced at Rs. 1.50 per copy. Details of such programmes are in chapter II.

1.12. Higher Education : In the field of higher education, the most notable feature has been the strides made by the newly set up fourth Central University, viz., 'Jawaharlal Nehru University'. All the major authorities of the University have been constituted. Six schools of studies have come into being, among which one, namely, the School of Social Sciences has seven centres. In the School of Foreign Languages, a Centre for French Studies has been started. In the School of International Studies, two more centres, viz., Centre for Disarmament Studies and Centre for Studies in Diplomacy have been created. In addition to augmenting its various useful programmes, the UGC has initiated a new programme for the improvement of college

science teaching at the under-graduate level. Special grants for special science subjects are provided to selected colleges or selected university departments for the purpose. The UGC has also decided to initiate an extensive programme of improving student amenities, at the instance of the erstwhile Union Minister of Education and Youth Services, comprising textbook centres, book banks, students clubs and societies and travel grants for students. An important event of the year has been the convening of a seminar on 'Open University' under the joint auspices of the Ministry and the UGC in December, 1970, as part of IEY programme. It was of the view that time was ripe for India to venture on such an experiment. Meanwhile, the correspondence courses offered at present by Delhi University, Punjab University at Patiala, Mysore University and Meerut University, besides the Central Institute of Education and the Regional Colleges of Education (under NCERT) have continued to grow in popularity. Delhi University has introduced correspondence course in B.Sc. (general: physics, chemistry and mathematics). Details are given in chapters III and X.

1.3. Technical Education: The Government and the other agencies concerned have been grappling with the problem of unemployment among engineering graduates and diploma-holders for the last few years, particularly since 1968 due to recession in industry. As a result of concerted measures followed by the Union Government and its industrial and financial institutions, State Governments and also private sector industry, this trend has by now been contained and increasing employment opportunities are becoming available. Significantly, the efforts have resulted in self-employment and the emergence of a new class of engineer-entrepreneurs. The next important activity in this field related to curricular improvement in tune with technological change and the needs of growing industry. Seven expert groups have been set up for the curriculum development of engineering degree courses and five for polytechnic diploma courses. Besides to remove the deficiency arising out of the lack of practical content in degree and diploma courses, sandwich courses have been introduced, on an experimental basis, in 28 selected

institutions, in cooperation with the industry. To reorganise and develop polytechnic education with a view to improving its standards in relation to the needs of industry an expert committee has been set up by the All-India Council for Technical Education. Experts from more advanced countries like the U.K. the USA Germany and Japan have been invited to help the work of this committee which is likely to submit its report shortly. The details of this and other related programmes are given in chapter IV.

1.14. Development of Languages: The most significant development in the field of languages has been the setting up of four Regional Language Centres at Mysore, Bhubaneswar, Poonoma and Patiala, under the Central Institute of Indian Languages, Mysore, during the year. Designed to meet the practical needs for the implementation of the three-language formula on an even basis, these centres are meant to provide 2-language teachers in all schools. Each centre has started its training programme which comprises a group of languages, namely, (i) *Mysore*: Kannada, Tamil, Telugu and Malayalam; (ii) *Bhubaneswar*: Bengali, Oriya and Assamese; (iii) *Poonoma*: Marathi, Gujarati and Sindhi; and (iv) *Patiala*: Punjabi, Urdu and Kashmiri. For teacher-trainees deputed by the State Governments, quite a few incentives are offered by the Government of India including their salaries during the training period. The institutes for training Hindi teachers were already functioning in the country. The Central Institute of Indian Languages, Mysore, set up in July, 1969, expanded its multifaceted programme during the year. Mention may be made of its project on bilingualism under which the various kinds of Hindi spoken and/or written by non-Hindi speakers of Hindi will be studied, and its programme of surveying and making a linguistic study of the border and tribal languages of India. Another experimental project on study skills for college entrants in Kannada, designed to help students opting for instruction in regional languages deserves mention. With regard to the promotion of Hindi, a new scheme has been initiated during the period. It relates to the establishment of Hindi-medium colleges or sections in colleges

in non-Hindi-speaking States. It is proposed to set up at least one such college or section in each non-Hindi-speaking State during the Fourth Plan.

1.15 Book Promotion: By far the most extensive as well as intensive programme in the field of book promotion is the production of university-level books in Indian Languages, initiated in 1968-59 to help introduce the regional language-medium in higher education without eroding standards. This is a one-crore rupee programme for each state and for Urdu, financed entirely by the Centre. During the third year of the initiation of the scheme, not only the basic machinery has been set up at every level—state and Centre—involving the universities in each state or field including coordinating bodies for implementing the programme according to the guidelines prepared by the Ministry but also quite a few states have already made marked progress in bringing out the needed books. The Ministry has undertaken at the central level two supporting programmes, viz., programme of bringing out core books in major disciplines which will be brought out in all major Indian languages, and giving fellowships to outstanding students in sciences, humanities and social sciences after their master's degree to associate themselves with distinguished teachers for undertaking writing/translation of quality books. The details of these programmes and other schemes are given in chapter VIII.

1.16 Adult Education: Constituted in December, 1969 by a government resolution, the National Board of Adult Education met at its inaugural meeting on May 4, 1970, under the chairmanship of the Union Minister of Education and Youth Services. The Board marks an important milestone in the history of adult education in the country. Attended by the concerned Ministers of the Union Government and quite a few State Education Ministers, among others, the Board adopted a set of 14 comprehensive resolutions that may as well be styled as a blue print for a massive drive for the eradication of illiteracy in the country. Another important event of the year has been the National Conference on Adult Education in September, 1970 at Bangalore

under the chairmanship of the Union Minister of Education inaugurated by the Education Minister of Mysore. This scheme was a part of the IBY programme. The 'Farmers Training and Functional Literacy Project', operated jointly by the Union Ministries of Food & Agriculture, Information & Broadcasting and Education & Youth Services registered further progress during the year. Against the target of covering 100 districts under the functional literacy project synchronising with the 100 high-yielding varieties programme districts, the total number of districts covered rose to 60, adding 35 more, during 1970-71. As supported by the National Seminar on Adult Education referred earlier, a scheme of pilot projects on adult literacy in various parts of the country with emphasis on mobilising public and popular support has been drawn up. It envisages the complete eradication of illiteracy in about 10 per cent of the districts covering about 10 million illiterate adults during the Fourth Plan. The details are given in chapter XIII.

1.17. Youth Services and Sports : The Ministry has initiated new schemes of particular importance both for the student and non-student youth. At the university level, in so far as programmes for the student youth are concerned the National Service Scheme (NSS) and National Sports Organisation (NSO) have made considerable headway during the year. While the NSS was launched in September 1969 in 37 universities and similar institutions covering 40,000 students, in 1970-71 it has been extended to all the universities with a target coverage of 95,000. 18 schools of social work have been attached to universities to extend supporting service to the scheme, while institutions at the national level have been designated for research and evaluation, for providing necessary training facilities and for producing the needed literature. Originally conceived as a compulsory alternative to NCC, exemption being allowed for NSO participants, the scheme has now to be run on a selective basis during the Fourth Plan due to the constraint of resources. It has, however, gained popularity among students. The NSO programme has four distinctive components, viz., (i) development of physical facilities in the universities, (ii) provision of

coaches, (iii) organising coaching camps, and (iv) sports talent scholarships, the main object being to provide universality in sports and games and to promote excellence. The first two components are taken care of by the UGC, and the latter two by the Inter-University Sports Board of India and Ceylon. The scheme has been implemented during the year in each component successfully. The main objectives of the National Programme for Non-student Youth are to provide opportunities for preparation and training for work and family life, to enable them to understand social and civic responsibilities so that they may participate in programmes of community and national development in a meaningful way. A National Advisory Board on Youth Services has been set up to coordinate and guide activities of the various agencies in this field. At its first meeting comprehensive action programme comprising setting up of state-level and district-level advisory boards, one district youth centre and two block youth centres and reception centres, providing adventure facilities, facilities for the training of youth workers and financial assistance for various activities of voluntary agencies, with a total Fourth Plan outlay of Rs. 5 crore has been drawn up. The programme will be translated into action shortly. Noble new schemes in the field of sports introduced or implemented during the year are the scheme of setting up 2500 rural sports centres during the Fourth Plan and the organisation at Patna of an All-India Rural Sports Competition. Details of these and other related programmes are given in chapter IX.

1.18. Centenary Celebrations and Programmes of National Integration : During the year centenaries of quite a few national and international celebrities were observed at the instance of the Government of India. Among international celebrities are V. I. Lenin whose birth centenary fell on April 22, 1970, Dr. Maria Montessori whose birth centenary was on August 31, 1970, and John Amos Komensky (Comenius), the great Czech humanist whose tri-centenary was on November 15, 1970. The latter two were observed as part of the IEY programme. Among the national celebrities were Deshbandhu C. R. Das (birth centenary on November 5, 1970), and Deenabandhu C. F. Andrews

(birth centenary on February 12, 1971). A project of tremendous value has been launched in connection with the observance of C. R. Das centenary; a 50-bed mobile hospital to be named 'Chittaranjan Mobile Hospital' will be set up in each of the states attached to a medical college where the final year M.M.B.B. students and the interns of the medical college will render service as part of the National Service Scheme. It has also been decided to observe Sri Aurobindo Birth Centenary (August 11, 1972) and for this purpose a national committee under the chairmanship of the Prime Minister with the Union Minister for Tourism and Civil Aviation as convener has been set up. With regard to the programmes for national integration three deserve special mention. Firstly, a committee of educationists and students' leaders was set up, following a recommendation of the Standing Committee of the National Integration Council. This committee has met twice so far, in January, 1970 and in July, 1970. As recommended and approved by this committee, National Integration Samitis, consisting of students and teachers, are being set up in the universities and affiliated colleges. A committee of eminent writers has also been set up with their recommendations, writers' camps are being organised on a regional basis. These committees, composed of members drawn from specified fields of national life, are expected to act as spearheads for a mass movement in the cause of national integration in the country. Besides these two aspects, a high power committee has been set up to examine how a rational and scientific attitude can be promoted amongst the student community. A detailed account of programmes is given in chapter X.

1.19. Unesco Programmes: An important event during the year has been the 16th General Conference of UNESCO at Paris in October-November, 1970. India sent a strong delegation headed by Prof. V. K. R. V. Rao, then Union Minister for Education and Youth Services. India could achieve impressive success, for quite a few of its resolutions were adopted at the conference. They relate to projects on the application of science and technology to the development of Asia, an international

stitute for peace research, special studies relating to Asian culture, Auroville, holding of a world conference on Sanskrit in India and organising a meeting of Education Ministers at Geneva to consider ways and means of financing education in the Second Development Decade. Details of this conference and other UNESCO programmes are given in chapter XII.

CHAPTER II

SCHOOL EDUCATION

2.01. School education is primarily a responsibility of the states. The Government of India are, however, concerned with a few significant programmes of national importance designed to contribute towards the improvement of standard, and those that promote national integration. The Government of India also perform certain essential clearing house functions.

A: SCHOOL EDUCATION AND NATIONAL PROGRAMMES

2.02. **Compulsory Primary Education:** The present position in regard to free and compulsory primary education was reviewed by the Central Advisory Board of Education at its 35th meeting held on May 2-3, 1970, at New Delhi and the following resolution was adopted:

“The Board views with concern the progress of primary education in the country. On the basis of the present trends, it appears that no state would be able to realise the goal set in Article 45 of the Constitution earlier than 1980, and several states will be able to do so only in the 21st century. The Board, therefore, feels that the whole situation should be reviewed afresh and concrete proposals put forward, both before the Central and State Governments, so that the goal set down in the Constitution with regard to free and compulsory primary education would be reached in all parts of the country by 1985 at the latest. The Board requests the Chairman to set up a high-level committee to examine the whole issue in all its aspects.”

In pursuance of the above resolution of the CABE, a committee under the chairmanship of the Union Minister for Education and Youth Services was set up. The first meeting of the committee was held on August 5, 1970 at New Delhi. The report of the committee was, however, awaited.

2.03. Facilities for free lower primary education (classes I-V, age-group 6-11) exist in all the states. Education at higher primary stage (classes VI-VIII, age-group 11-14) is free for boys and girls in Andhra Pradesh, Gujarat, Haryana, Jammu and Kashmir, Kerala, Madhya Pradesh, Maharashtra, Mysore, Nagaland, Punjab, Rajasthan and Tamilnadu. Education at this stage is free for girls only in Bihar, Orissa, Uttar Pradesh and West Bengal. In Assam and Meghalaya there is no provision for free education for boys or girls at the higher primary stage.

2.04. Re-organisation and Expansion of Science Teaching at School Stage: The Ministry signed an Agreement with the UNESCO-UNICEF in April, 1967, to launch a project for the strengthening of teaching of science at the school stage. The development of instructional materials such as textbooks, teachers' handbooks and guides, training teacher-educators and selected science teachers and the supply of science equipment to the teacher training institutions constitute the salient features of the project. To start with, a pilot project has been launched in certain selected schools from the academic session of 1970 to enable the states to try out the new science courses and the newly developed science kits. During the first phase of the project, considerable progress has been made in the preparation and translation into regional languages of new syllabi, textbooks, teachers' guides and related materials. A number of teacher-educators and teachers have been trained in new science teaching programmes. 79 key institutions comprising teacher training colleges and schools, state institutes of education and state institutes of science education have been provided with new science equipment. Five hundred more such institutions are to be similarly equipped in the near future. About 1200 schools selected for the experiments have been provided with science

kits. In the second phase of the project which would cover the remaining 3 years of the Fourth Plan, it is proposed to complete the work of preparation, translation and printing of new syllabi textbooks, etc., and equip another 500 key institutions. It is also intended to extend the project to the maximum number of schools in the country and provide science kits both to primary and middle schools.

2.05. The NCERT has been playing a major role in the successful implementation of this project, since its Department of Science Education was already engaged in the upgrading of science education at school stage in the country. Under the project, all the states and two union territories had agreed to implement the teaching of new science curricula in classes I to III and the first year of the higher primary schools. All the instructional materials were supplied to non-Hindi-speaking states for adaptation and translation. The Hindi-speaking states were supplied with 18,650 lower primary school textbooks for class III and 27,670 higher primary school textbooks for biology and physics. Besides, 710 lower primary science kits and 760 higher primary physics and biology kits were also supplied to 14 states and 2 union territories which had implemented the project from the current academic year. To strengthen the teacher training programmes, a set of 47 coloured transparencies accompanied by a manual were prepared on the teaching of primary science. A similar set of 36 coloured transparencies accompanied by a manual were prepared on the teaching of primary science. A similar set of 36 coloured transparencies accompanied by a booklet were prepared for the teaching of elementary physics at the higher primary stage. Work was also completed on a film, "A New Approach to Primary Science Teaching". The film is being edited and will be supplied to all key institutions of the states after duplication. Under the UNESCO secondary science teaching project, assistance was provided to two states in adapting their materials, and work on the development of new instructional materials for the first year of the high school stage continued. Prototypes of a demonstration science kit for chemistry for higher primary stage, demon-

stration kit for biology, also for higher primary stage, and a pupils' chemistry kit were finalised and batch production has been planned for supplying them to the states next year. Other activities of the Department of Science Education of the NCERT will be described, later in this chapter.

2.06. Educational Television : A programme for large-scale introduction of educational television in India has been framed for implementation during the Fourth Plan period. The programme envisages the integration of television lessons with the normal classroom lessons and the development of an integrated approach to audio-visual instructions by making full use of films, radio broadcasts and the expanded television coverage of the country both by terrestrial and satellite television broadcast.

To implement the programme, an Educational Technology Unit is proposed to be set up in the NCERT which, besides imparting training to teachers and teacher-educators in the use of television and other audio-visual aids and developing new curriculum to suit the new concepts of integrated audio-visual teaching would also produce materials such as visuals, animations, filmstrips, etc. to aid the producers of the school programmes. The Unit will also produce high quality teaching films for use in teacher training institutions and schools. Similar units are also proposed to be set up in various states on a smaller scale. In this context, a request for foreign assistance has been made to UNDP in the form of equipment, experts and fellowships. The request has been supported by a Joint UNDP-UNESCO Mission which visited India to make an appraisal of the proposal. The UNDP assistance is estimated at \$778,700.

2.07. School Textbooks: At present, almost all the State Governments have nationalised the production of school textbooks. At the national level the NCERT has been playing an effective role in the matter of bringing out model textbooks, textual materials, teachers' manuals, workbooks, and other worthwhile literature for children, one of its main objectives being the raising of the quality of school education in the country.

6 Edu.—.

The nature of organisations/institutions set up by various states to look after the production of nationalised textbooks varies from state to state; in some they are entirely government institutions, in others they are autonomous organisations like the NCERT or corporations run on commercial lines. To coordinate and guide the activities of such national and state-level organisations/institutions a National Board of School Textbooks was set up by the Ministry in December, 1968, which met so far twice, firstly in April, 1969 and for the second time in May, 1970. The Department of Textbooks of the NCERT serves as the academic secretariat of the Board, more about whose activities will be outlined in the next section.

2.08. Textbooks Printing Presses: The Federal Republic of Germany has offered 3 off-set printing presses for school textbooks as gift to India. These presses under central auspices will be located in Bhubaneswar, Chandigarh and Mysore on a regional basis to serve the needs of the surrounding states and union territories for printing textbooks. The machinery for the Chandigarh Press has arrived and is being installed. While the Chandigarh Press is likely to go into production shortly, the buildings for Bhubaneswar and Mysore presses are under construction.

2.09. National Prize Competition for Children's Literature: To promote the production of good books for children, the Government of India initiated a scheme for the award of prizes to authors of children's books/manuscripts of outstanding merit in all the modern languages of India. The first prize competition under the scheme was organised during 1954-55. The 15th prize competition was organised during 1969-70. This scheme has two facets, namely: (a) competition in Hindi, Sindhi and Urdu handled by the Ministry, and (b) competition in regional languages organised by the participating states on behalf of this Ministry on a 100 per cent reimbursement basis. Under the terms of the competition, the author of each prize-winning book is awarded a prize of Rs. 1,000 and the Government of

India also purchase about 1,000-1,400 copies of prize-winning books. So far fifteen competitions have been organised and 283 books have been awarded prizes under this scheme.

2.10 Nehru Bal Pustakalaya: A scheme for the mass production of supplementary reading material for children was initiated by the Ministry in collaboration with the National Book Trust in 1968-69. Under this scheme, 100 titles on various subjects mainly relating to national integration, will be produced in all the major Indian languages. At least one lakh copies will be produced under each title. The books will be priced at Rs. 1.50 each and the State Governments will be given a rebate of 50% for bulk purchases. Eight titles have been brought out in English, Hindi, Assamese, Bengali, Oriya, Tamil, Telugu, Marathi, Gujarati, Punjabi, Malayalam, Kannada and Urdu. In addition, five more titles are either in press or are under preparation.

2.11. Mid-day Meals Programme: This programme is in operation in all the states except Assam, Nagaland and Jammu and Kashmir. The total coverage under the programme during the year is estimated to be 108.25 lakh school and pre-school children. The programme is operated under the Indo-CARE Agreement for the supply of gift food.

2.12. Desh Geetanjali: With the object of strengthening the sense of national identity among school children, a Central scheme under the Plan known as 'Desh Geetanjali' has been formulated. It will be implemented in two phases. The first phase will include (1) training teachers and selected students in the correct singing of the National Anthem, (2) use of AIR broadcasts for training school children in singing the National Anthem, and (3) the supply of record players and records of National Anthem to 500 institutions. The second phase will comprise (1) collection and publication of existing songs that promote national integration, (2) popularisation of popular tunes and songs such as "Sare Jahan Se Accha" and publishing songs in

state languages set to the same tunes and with approximately the same meaning, and (3) conducting competition in the correct singing of the National Anthem and award of prizes at state and national levels. The implementation of the first phase was taken up during the year.

2.13. **Girls' and Women's Education—The Twelfth Meeting:**

The twelfth meeting of the National Council for Women's Education was held on April 18, 1970 at New Delhi. The Council discussed the progress of girls' and women's education in the country and made several recommendations for accelerating the progress. The main recommendations are:

- (1) Impetus should be given by the states in the recruitment of women teachers for classes I-V;
- (2) Literacy programmes for women should be intensified and their content should include education for national integration and national development with emphasis on population education and increased economic productivity;
- (3) Construction of hostels for girls at secondary stage;
- (4) Creation of a separate cell in the Directorate of Education to look after the problems of girls' education.

The recommendations have been brought to the notice of the State Governments for consideration and appropriate action.

2.14. **Welfare of School Teachers:** The Ministry continued to impress upon the State Governments the necessity of improving the emoluments, service conditions and qualifications of teachers. Besides, the Ministry has been stressing the need for the adoption of the Triple Benefit Scheme (pension, provident fund and insurance) by the State Governments for teachers in aided institutions. Eight State Governments have since implemented this scheme while some others are considering it. In so far as the union territories are concerned, the Government of

India had already sanctioned the scheme with effect from April 1, 1965. The children of teachers are provided free education in varying degrees in various states and union territories.

2.15. National Foundation for Teachers' Welfare: The National Foundation for Teachers' Welfare was set up by the Government of India in 1962 with the object of providing financial assistance to teachers and/or their dependents in distress. As in earlier years, voluntary contributions were collected on the 'Teachers' Day', the 5th September, 1970, throughout the country. 80 per cent. of the collections made in a state/union territory is kept for the purpose of state/territory itself, while the balance 20 per cent. and the annual contributions of the State Government or the Union Administration concerned are credited to the corpus of the Foundation, the target of which is fixed, at rupees five crore. The accumulated funds as at the end of November 1970, amounted to Rs. 1,57,67,500. The funds are invested in approved defence bonds or securities or as fixed deposits in the State Bank of India.

2.16. So far, over 12,000 teachers and/or their dependents have been given financial assistance out of the Foundation funds to the tune of over Rs. 65 lakh. The cases in which assistance has been extended comprise accidents and illnesses like cancer, tuberculosis, paralysis, blindness, etc. The dependents of such teachers as lost their lives through accidents, violence, natural calamities, illness, etc., have received assistance. The Foundation has also given assistance in deserving cases for expenses on the marriages of the daughters of the teachers.

2.17. Kerala has created a 'Scholarship Fund' with Rs. 7 lakh by transferring the amount released to the state by the General Committee of the Foundation from time to time from the interest accruing to the Fund. During 1969-70, scholarships have been given to 199 needy children of teachers undergoing higher professional studies. Haryana has also started a similar fund during 1970 with Rupees two lakh for the same purpose.

2.18. A more intensive drive was launched during the year to boost the collection of funds with a target of Rs. 50 lakh. Wider publicity was carried on with four different types of posters displayed at major railway stations and post offices throughout the country on the occasion of the Teachers' Day celebrations. A notable development during the year relates to the formulation of a scheme for the establishment of teachers' clubs, one each at Delhi and at State Capitals.

2.19. **National Awards for Teachers:** The scheme of National Awards for Teachers was introduced in 1958 with the object of giving public recognition to teachers of outstanding merit. During 1970, awards were given to 100 selected teachers of primary and secondary schools as well as Sanskrit pathshalas. As in earlier years, the awards—each comprising a certificate of merit and rupees five hundred in cash—were given away at a special function at New Delhi, on November 17, 1970, by the Vice-President of India.

2.20. **Assistance to Voluntary Educational Organisations in the Field of School Education:** Since the First Five-Year Plan, a scheme has been in force for extending financial assistance to voluntary educational organisations working in the field of school education. The Fourth Plan allocation for the scheme is Rs. 25,00,000. Under it, the needed financial assistance is made available to privately run educational institutions to enable them to augment their facilities in certain specified directions like science education, library facilities, hostels for girls, etc. The rules have been amended this year to provide for the grant of assistance to teachers clubs towards the cost of construction of buildings.

B: GOVERNMENT-FINANCED ORGANISATIONS/INSTITUTIONS IN THE FIELD OF SCHOOL EDUCATION

2.21. **National Council of Educational Research and Training:** The Council, popularly known as NCERT, is an auto-

nomous organisation, set up by the Ministry in 1961. It serves as an academic wing of the Ministry of Education and Youth Services in the field of school education. In particular, it undertakes independently or in collaboration with other organisations, research in the field of school education, develops new training programmes and prepares instructional materials required by teachers and students. It also conducts 5 teachers training colleges in different parts of the country. An outline of its significant activities is given in the following paragraphs.

(a) *Science Education*: Besides what has been stated in the earlier section in regard to the Council's activities on UNESCO-UNICEF-assisted project on science education, the National Science Talent Search Scheme was successfully continued during the year. Under it, about 1000 awardees continued to receive assistance at various levels of education. Nineteen summer schools were organised for the undergraduate awardees and about 150 postgraduate awardees were attached to 25 national laboratories and research institutions for training. A team of talented students in science from the UK and the USA visited India and a special function was arranged for the visiting team to meet the NSTS awardee-students of Delhi.

New tests were developed for the examination to select the awardees held in January, 1971. The examination was held at about 370 centres throughout the country.

The Department of Science Education assisted in the organisation of UNESCO Asian Regional Seminar for Leaders of Youth Science Activities and the General Assembly of the International Coordinating Committee for the Presentation of Science and the Development of Out-of-School Scientific Activities, in Delhi on December 14-22, 1970. Delegates from more than 30 countries participated in the deliberations.

(b) *Textbook Programmes*: During the period, brochures on the preparation and evaluation of textbooks in the mother tongue, social studies, history, geography, mathematics, physics and biology have been finalised after review and revision.

A crash programme for the evaluation of school textbooks from the point of view of national integration has been in progress. The Union Education Minister had written to all State Chief Ministers in March, 1970, emphasising the desirability of such a review. The proposal was later explained by him at the second meeting of the National Board of School Textbooks held in May 1970 and the State Education Ministers present at the meeting welcomed it and offered full cooperation in its implementation. The programme involves the work of locating passages which may in any way encourage one or more of the evils like untouchability, casteism, communalism, religious intolerance, linguism and regionalism. It is being implemented by the State Governments with the assistance of the Council who bears the entire expenditure.

The second meeting of the National Board of School Textbooks held in May, 1970 made three other major recommendations relating to (i) modern management techniques in textbook production, (ii) supply of textbooks to the minority language groups and (iii) procurement of paper. The Department of Textbooks of the NCERT which serves as the academic secretariat of the Board is pursuing these recommendations.

(c) *Examination Reform Programme*: As part of NCERT's programme on examination reform in school education, five evaluation workshops on written examination for the Central Board of Secondary Education, the Gujarat S. S. Examination Board and the Rajasthan Board of Secondary Education were organised. On an average, forty participants attended each of the workshops. One workshop in internal assessment for the Assam Board of Secondary Education was organised and 32 participants attended this. Besides, at the request of His Majesty's Government of Nepal and the USAID, an eight-week training course in education evaluation, curriculum and instruction was organised for their 12 officers during September, 1970.

(d) *Pre-Primary Education Programmes*: As part of a project for the development of a training programme for pre-

service teacher-training institutions, an experimental edition of the curriculum for pre-primary teacher training institutions was prepared and sent to various agencies and institutions engaged in pre-school education in various states. The experimental editions of a curriculum for in-service training and the experimental instrument for the inspection and supervision of pre-primary schools were prepared.

(e) *Primary Education Programmes*: Designed to contribute towards the qualitative improvement of primary education in the country, quite a few significant projects were pursued during the year. As part of a project for the development of national minimum curriculum standards for the primary stage, a National Conference on 'Development Curriculum Standards' was held in July, 1970. It evolved and developed the tentative objectives of primary education.

To help tackle effectively the problem of wastage and stagnation at the primary stage, handbooks for supervisors and teachers on educational wastage at the primary level were developed and assistance rendered to various centres engaged in primary education. A pilot project was taken up in 10 UP schools to study the impact of the upgraded school system on reducing wastage and stagnation.

The 10th National Seminar on Primary and Work-oriented Education was held at New Delhi on November 9-11, 1970. The seminar took stock of the trends of development in the field of pre-primary and primary education in the sixties and formulated recommendations regarding the programmes and policies for the improvement of primary education in the country during the seventies.

As part of another project for the improvement of reading at the primary level, a six-day workshop on developing a curriculum in reading for the training courses of teacher training schools was organised on December 14-19, 1970.

As part of a study of the effect of introducing home science from the lowest classes on increasing the attraction of girl students, a comparative study of the syllabi of different states was made. Questionnaires and interview schedules for the determination of the reactions of pupils, teachers and parents were developed.

(f) *Educational Psychology and Foundations of Education:* Among the several research programmes currently in progress, according to schedule, in the fields of educational psychology and foundations of education, two deserve particular mention. They relate to evolution of developmental norms for two age-groups of children viz., 2½-5 and 5½-11. With regard to the former, a report on the adaptive and personal social development of pre-school children has been prepared. The latter is being attempted as a cooperative project which includes a core study, and studies to be carried out in selected centres in Hyderabad, Bangalore, Ranchi, Kerala, Bombay and Varanasi.

A nine-month diploma course in educational and vocational guidance commenced in July, 1970, to be completed in April, 1971. Twelve trainees from various states have been undergoing training.

(g) *Social Sciences and Humanities:* Quite a few useful and interesting projects were in operation in the Department of Social Sciences and Humanities. A model syllabus in social studies for classes I to XI was produced, besides a complete set of textbooks and handbooks for classes I-V. As part of the languages projects, a new Hindi primer was prepared. A project on linguistic analysis and description of phonological variations in Hindi has been under preparation. Work on the first textbook in Sanskrit has also been in progress.

With regard to the language laboratory project, prototypes of language laboratories using indigenous components at low cost for use in universities, training colleges and schools have been in the process of development. Two conferences were held on the indigenous production of language laboratories.

In view of the importance of varied measures that the country needs to tackle the problem of population explosion, a draft syllabus on population education was prepared and finalised. Two all-India workshops on this subject were conducted.

(h) *Audio-Visual Aids in Education*: The Department of Teaching Aids organised a number of training programmes in audio-visual education. Work on the production of educational films/filmstrips/charts has been progressing according to schedule. A scheme was initiated to promote the use of improvised teaching aids. Twenty prizes, amounting to Rs. 7,500, are proposed to be awarded to the best entries.

(i) *Educational Surveys*: Three surveys were undertaken during the year. They are: (a) survey of school textbooks in India; (b) sample survey of secondary school teachers in India; and (c) sample survey of facilities available for academic growth of pupils in secondary schools and intermediate colleges.

(j) *Teacher Education*: A project on the improvement of admission procedures has been in progress. Relevant data were collected, and are being analysed. In this connection a conference of teacher-educators to discuss the findings and to make recommendations is being contemplated. 252 experimental projects in training institutions were approved during 1970-71 and grants to the tune of Rs. 1 lakh were sanctioned. Another project of importance relates to the scheme of effecting a comprehensive and intensive improvement of teacher education. It has been progressing well in Punjab and Assam.

The Department of Teacher Education also continued the project of seminar readings. For the eighth National Competition organised during the year, 134 essays received from teachers were evaluated. The winners of the awards met at New Delhi in March, 1971.

(k) *Training Colleges*: The four Regional Colleges of Education located at Ajmer, Bhubaneswar, Bhopal and Mysore continued to conduct their four-year and one-year courses in teacher education. Besides, one-year M. Ed. course is offered

at Bhubaneswar and Bhopal. The colleges organise a summer-school-cum-correspondence course leading to B. Ed. degree for clearing the backlog of untrained teachers in the country. Besides, each college has a demonstration secondary school attached to it to facilitate the experimentation and try-out of new types of instructional materials. The enrolment during the year at these colleges has been:

	Ajmer	Bhopal	Bhubaneswar	Mysore	Total
Pre-service Courses	471	481	540	598	2090
Summer-School-cum-Correspondence Course	323	527	439	475	1764
	794	1008	979	1073	3854

The Central Institute of Education, Delhi, runs regular courses in teacher training at the B. Ed. and M. Ed. degree levels. The Institute also conducts part-time M. Ed. degree course and a B.Ed. correspondence course. The total enrolment is 330 composed of B. Ed.—154, M.Ed.—23, B.Ed. (Correspondence) -131, and M.Ed. (Part-time)—22. The B. Ed. correspondence course at the Institute will be discontinued from 1971-72 and it is proposed to start a full-time M. A. course of two years in Education.

(1) *Summer Institutes*: The Council organised 56 summer institutes in science and mathematics for teachers from secondary schools, PUC/intermediate colleges in collaboration with the UGC. Five-week summer institutes were also organised in child psychology, learning motivation and group processes (sequential), contemporary problems of Indian education, principles and problems of elementary education (two institutes), and applied linguistic and language teaching.

(m) *Grants to Voluntary Organisations*: The Council continued to extend grants-in-aid to such voluntary educational organisations as are engaged in the promotion of activities having a direct bearing on the programmes of the Council. The Council also continued to assist institutions/individuals for conducting research and for publishing the results of research.

(n) *Publication Programmes*: During 1970-71 the Publication Unit of the Council brought out about 125 titles, a list of which is given at *Annexure F*.

2.2. Kendriya Vidyalaya Sangathan: Kendriya Vidyalaya Sangathan (or the Central Schools Organisation) administers at present 129 Kendriya Vidyalayas or Central Schools in the country which owe their origin to a recommendation of the Second Central Pay Commission, to provide schools with common syllabi and media of instruction in all parts of the country for the benefit of the children of transferable Central Government employees. A beginning was made with 20 kendriya vidyalayas in April, 1963. Seven vidyalayas were opened during the year. The vidyalayas are institutions wherein children from different parts of the country speaking different dialects are brought together amidst amity and friendship.

One of the objectives of the vidyalayas is to provide quality education at a comparatively low cost. To raise standards, the Sangathan has evolved a scheme of granting incentives both to the teachers and the taught who show good results at the All-India Higher Secondary Examination of the Central Board of Secondary Education. This year the pass percentage of the vidyalaya candidates was 81.16 as against the Board's pass percentage of 66.4. Out of 122 vidyalayas which sent up students for the Board's examination, 38 obtained 100 per cent results and 7 students secured meritorious positions. The vidyalaya students also made their mark at other competitive examinations. In the National Science Talent Search Examination conducted by the NCERT in January, 1970, 21 students of kendriya vidyalayas have been selected for the award of scholarships and certificates of merit. The kendriya vidyalayas have gained popularity within the short period of their existence. The number of students on their rolls now stands at 82,336, while that of teachers at 3968.

2.2. Central Board of Secondary Education: The Central Board of Secondary Education was reconstituted in 1962,

among other objectives, to meet the educational needs of the students whose parents have to move from one state to another. As a national body in the field of secondary education, the Board is making a significant contribution towards raising the standard of education through better methods of evaluation and improved curricula, syllabi and textbooks, and through a scheme of systematic inspection of the schools affiliated to it.

2.24. The Board conducts the All-India Higher Secondary, the Higher Secondary (Three-Year Course), the Higher Secondary (One-Year Course), the Higher Secondary Technical, and the Demonstration Multipurpose Higher Secondary Examinations. The All-India Higher Secondary Examination is held twice a year in March and November. In addition, the Board is conducting the Matriculation and the Higher Secondary Part I and Part II Examinations, from March, 1970, for the schools located in the Union Territory of Chandigarh. The total number of candidates who took the Board's examinations, during the year, was 53,247 as against 44,411 last year.

2.25. The facility of affiliation to the Board is available to any educational institution situated in or outside India. The total number of higher secondary schools at present affiliated to the Board is 729. This includes 59 institutions affiliated during the year under report—44 under the All-India scheme and 15 under the Delhi scheme (three-year course). All the 122 kendriya vidyalayas prepare their candidates for the All-India Higher Secondary Examination of the Board. Besides all the higher secondary schools in the union territories of Delhi, Manipur, Goa, Andaman and Nicobar Islands, and Laccadives and Minicoy Islands, all the sainik schools and military schools, and many well-known public schools and convent schools are affiliated to the Board. All high and higher secondary schools of Chandigarh now prepare candidates for the Board's examinations. The Indian schools in Tehran (Iran), Kuwait, Bahrain (Arabian Gulf) and Kathmandu, and the six government higher secondary schools in Sikkim are also affiliated to it.

2.26. The Board switched over during 1970-71 to computer for compiling the results of its Delhi Higher Secondary as well as the All-India Higher Secondary examination. This essential reform has helped in reducing the time taken for the declaration of results as well as in issuing the mark-statements and certificates, besides providing a variety of educational statistics required for different purposes.

2.27. On the initiative of the Board, a two-day conference of all boards of secondary education in India was held at New Delhi in June, 1970. The conference recommended the establishment of a permanent association of all boards of school education in the country.

2.28. As a part of its programme for modernising the curriculum, the Board convened a workshop for reviewing the syllabi in mathematics. This workshop was held on August 22—24, 1970, at New Delhi. It has recommended a unified syllabus in new mathematics.

2.29. At its meeting held on May 16, 1970, the Board introduced a revised 3-language formula. It was brought into effect from the academic session commencing in July, 1970 in all the schools of the Board following the all-India syllabus. The Board has also prescribed appropriate course for all the languages at the lower level covered by the formula.

2.30. **Central Tibetan Schools Administration:** The Central Tibetan Schools Administration (formerly Tibetan Schools Society) is an autonomous organisation set up by the Ministry in 1961. Its main objective is to establish and run institutions set up for the education and/or training of Tibetan refugee children. This Administration has been running 7 residential schools, 1 educational-cum-vocational institute and 6 day schools in Tezu, Changlang (NEFA), Chandragiri (Orissa), Mainpuat (Madhya Pradesh), Bylakuppe, and Mundgod (Mysore). During the year it was decided that the two residential schools at Mount Abu and Kalimpong be merged with those at Pachmarhi and Darjeeling, respectively. The total enrolment in the resi-

dential schools, including day scholars was 2921 and in the day schools ,it was 2304, as on 1st November, 1970. There are about 270 teaching and 160 non-teaching members of staff in all the schools.

2.31. Class IX is being started in the schools at Bylakuppe and Mundgod from the next academic year (1971-72). These schools are also being affiliated to the Central Board of Secondary Education for the All-India Higher Secondary Examination. 17 students appeared in the All India Higher Secondary Examination of the Board held in March 1970 from the Central School for Tibetans, Mussoorie, and all of them have been successful. The Administration is granting scholarships to meritorious students and 10 students, who passed the higher secondary examination this year, were awarded scholarships for college education.

2.32. Besides running the schools ,the Administration is also giving grants to the following institutions engaged in the education of Tibetan children (i) Tibetan Homes Foundation, Mussoorie; (ii) Inche School, Gangtok, Sikkim; (iii) Kalakshetra, Madras, (iv) Tibetan Nehru Memorial Foundation Primary School, Clement Town, Dehra Dun; and (v) Tibetan Refugee Self-Help Centre, Darjeeling.

2.33. **Ladakh Institute of Higher Studies, Delhi:** The Institute continued to function satisfactorily. It was established to provide modern education to selected students from border areas with provision for the traditional learning including Tibetan, Buddhist philosophy and Tibetology. The institute receives grant on a 100 per cent basis from the Delhi Administration and prepares students for various certificates and degrees up to Shastri stage of the Varanaseeya Sanskrit Vishwavidyalaya to which it is affiliated. There are 81 students and all the students receive scholarships. The Institute is expected to be taken over by Kendriya Vidyalaya Sangathan from 1st April, 1971.

2.34. **Bal Bhavan and National Children's Museum: New Delhi:** This institution is essentially a recreation-cum-education

centre for children. It has planned programmes not only for children, but also for teachers, parents and schools as well. The museum section provides exhibits and kits designed to deepen the understanding of the child not only of the various topics he is expected to learn at school but also to make him aware of the basic realities of himself and his surroundings. A new feature this year was the exhibition of the creative work of the staff members. On festival days, Bal Bhavan welcomes all the children irrespective of the fact whether they are enrolled as its members, or not.

C. FINANCIAL ALLOCATIONS

2.35. The allocations for the major programmes described in this chapter for 1970-71 and 1971-72 are given below:

S. No.	Item	Provision for		Budget Estimates for 1971-72
		1970-71 Original	Revised	
1.	Unicef Unesco Project on Science Education	147	..	770
2.	Educational Television	55	..	100
3.	Textbook Printing Presses*	7,261	7,261	16,778
4.	National Prize Competition for Children's Literature	40	40	35
5.	Nehru Bal Pustakalaya	800	800	1,500
6.	Desh Geetanjali	200	100	200
7.	National Council for Women's Education	10	10	10
8.	National Awards for Teachers	88	96	145
9.	Assistance to Voluntary Educational Organisations	1,100	1,100	500
10.	National Council of Educational Research and Training	36,200	34,300	31,300
11.	Kendriya Vidyalaya Sangathan (Central Schools Organisation)	38,283	37,065	47,347
2.	Central Tibetan Schools Administration	5,500	4,050	4,600
13.	Bal Bhavan and National Children's Museum, New Delhi	680	722	727

*Provision made in the budget for the Ministry of Works, Housing and Urban Development.

CHAPTER III

HIGHER EDUCATION

3.01. At the university stage, the Ministry of Education and Youth Services is mainly concerned with (a) the five Central Universities of Aligarh, Banaras, Delhi, Visva-Bharati and Jawaharlal Nehru; (b) the institutions, 'deemed to be universities' under Section 3 of the University Grants Commission Act; (c) coördination and maintenance of standards of higher education as laid down in the Constitution through the University Grants Commission (UGC); (d) the Rural Institutes of Higher Education; and (e) a few other programmes of higher education.

A. CENTRAL UNIVERSITIES

3.02. **Aligarh Muslim University:** During the year, the university's enrolment in its regular day classes was 8187 (6933 boys and 1254 girls). Manned by 609 teachers, the university has at present 8 faculties each comprising departments as given below : (i) Arts-8, (ii) Social Sciences-8; (iii) Commerce-1, (iv) Law-1; (v) Theology-2; (vi) Science-7; (vii) Engineering and Technology-5; and (viii) Medicine-15. In addition to the enrolment in day classes, the universities had an enrolment of 784 in the evening classes in the four faculties of arts, social sciences, commerce and engineering and technology. The evening classes are getting very popular, particularly in the postgraduate diploma course in business management. There are 20 teachers running the evening classes.

3.03. Among the significant developments, mention may be made of the buildings for the new workshop of the University Polytechnic. Built on an aggregate floor area of about 30,000 sq. ft. it has also been equipped during the year. The Women's

Polytechnic which was established in 1966, moved to its new buildings for its classes and hostel in July 1970. A special feature of this polytechnic is its production centre in costume designs & dress-making and electronics engineering for the post-course professional training of girls. A full-fledged computer centre is in the process of being established with an IBM computing system, sanctioned by the UGC, to serve the needs of all the academic and administrative sections of the University.

3.04. A number of symposia and seminars were held by the various departments. They are: (i) an international symposium on Medieval Indian History by the History Department; (ii) a symposium sponsored by the Anjuman Taraqqi Urdu, organised by the Urdu Department; (iii) a seminar on Bio-Chemistry Teaching and Research in Indian Universities under the auspices of the Chemistry Department; (iv) Wordsworth Bicentenary by the English Department; and (v) an International Gondwana symposium under the chairmanship of Dr. W. D. West.

3.05. **Banaras Hindu University:** A number of steps have been taken during the period for expanding and improving not only the teaching facilities of the university but also the amenities for its students. To introduce and develop postgraduate courses in the College of Medical Sciences during the Fourth Plan, the UGC has sanctioned a non-recurring grant to the tune of Rs. 34 lakh for equipment, buildings and books and journals and a recurring grant of Rs. 16.10 lakh for teaching and non-teaching staff and scholarships. The process of filling up the approved teaching and non-teaching posts is already on and the needed equipment and books are being made available. With the completion of the envisaged expansion programme, it is hoped that the various training programmes and research activities of the college will be carried out effectively and satisfactorily. The proposal for the creation of six additional departments in the Faculty of Medical Sciences is being considered by the Visitor. They are (i) Department of Biophysics, (ii) Department of Orthopaedics, (iii) Department of Anaesthesiology,

(iv) Department of Dentistry, (v) Department of Psychiatry and (vi) Department of Otolaryngology (ENT).

3.06. Another notable development has been a grant from the Indian Council of Agricultural Research to the tune of Rs. 22 lakh for the improvement of the Faculty of Agriculture during the Fourth Plan period. The University has proposed to create two additional departments under the Faculty of Agriculture, viz., (i) Department of Horticulture, and (ii) Department of Entomology and Agricultural Zoology. The proposal is receiving the consideration of the visitor.

3.07. It has been proposed to split the present Faculty of Arts into two faculties, namely, (i) Faculty of Social Sciences consisting of the Departments of Economics, History, Psychology, Sociology and Political Science, and (2) Faculty of Arts consisting of the Departments of English, Hindi, Sanskrit, Philosophy, Arabic, Persian and Urdu, Ancient Indian History, Culture and Archaeology, Art and Architecture, Indian Philosophy and Religion, Foreign Languages, Indian Languages, Ino-Sumerian Studies and Library Science. Meanwhile the existing two departments, viz., the Department of Indian Philosophy and Religion and the Department of Philosophy have been merged into one named Department of Philosophy.

3.08. Amenities for students on the basis of the recommendation of the University Grants Commission Committee appointed to look into the question of amenities for students, a grant of Rs. 50 lakh has been sanctioned by the Commission for the implementation of a number of useful schemes. The most extensive among them are construction of two hostel buildings, one for 212 students and another for 68 students, construction of warden's quarters and extension of the cafeteria building. Besides, various urgently needed essential facilities in the existing hostels have also been provided for. The estimated expenditure on the hostels alone works out to about Rs. 27.60 lakh and work on the new buildings, etc. has already started.

3.09. The Joint Students Affairs Committee of the Hostels and Colleges has solved many difficulties faced by the students and the recently introduced students' counselling system will also go a long way to settle most of the problems of the students. In addition to the deans of the faculties, principals of colleges and the Director of the Institute of Technology, seven students' representatives have been taken from amongst the members of the Executive Council of the Students Union in the Vice-Chancellor's Advisory Committee set up to tackle the problems faced by the University. This has proved helpful in the solution of a large number of day-to-day student problems.

3.10. **University of Delhi:** Dr. K. N. Raj, who took over as Vice-Chancellor of the University of Delhi in October 1969 resigned from his office on September 30, 1970. The President, in his capacity as the Visitor of the University, has appointed Dr. Sarup Singh as Vice-Chancellor for five years from January 7, 1971. The year under report saw great expansion in its enrolment and extension of its facilities as it witnessed new strides in the improvement and strengthening of its various departments and the programmes conducted by them.

3.11. *Expansion and Extension:* In August, 1970, the University had 59,210 regular students on its rolls, in addition to 15,319 registered with the School of Correspondence. Courses and Continuing Education and 2,700 non-collegiate women students on the rolls of the Non-Collegiate Women's Education Board. This year, the University has permitted private candidates to enrol themselves as external students. Their number is 7,594. Another major development has been the opening of the South Centre for Postgraduate Teaching in English, Commerce and Hindi located in the premises of Sri Venkateswara College, Dhaula Kuan. Further, the evening classes for the LL.B. 1st Year are now held in the rented premises of P.G.D.A.V. College. Another significant step has been the transfer of science honours teaching to the colleges. Out of a total of 77,237 students (excluding external students 30,751 or nearly 40 per cent are women students. Postgraduate students in

various courses number 8,633. Students doing honours in arts and commerce number 11,209, while 2,484 students are doing science honours. 1,482 are working for Ph.D. degree. 1,555 are in the Medical Faculty and 1,392 in the Faculty of Technology. During the year, 3 new colleges, namely, Gian Devi Sawan College, Mahila Mahavidyala, and Rao Tula Ram College have been started making a total of 47 colleges. Six Colleges are running evening classes.

3.12. Improvement Programme: The existing six Centres of Advanced Studies in the Departments of Sociology, Economics, Physics & Astro-Physics, Chemistry, Botany and Zoology continued their activities satisfactorily. Subject to availability of funds it is proposed to construct a women's hostel and follow up some building programmes, like the extension of the Library, Music Faculty and Arts Faculty buildings. The strengthening of the Departments of Hindi, Mathematics, Political Science, Geology and English by increasing the faculty strength at the professorial and the reader's levels, is contemplated.

3.13. The University will receive IBM 360/44 computer system under a grant from the Ford Foundation. Under another Ford Foundation Grant of \$ 450,000, a Faculty Exchange Programme has been launched. Out of this, a sum of \$ 75,000 has been set apart for inviting distinguished visiting professors from abroad. Professor Vogel and Professor Lichtenberg have thus accepted invitation to join the Departments of Anthropology and Physics. The procurement from abroad of such equipment for science departments as are not available inside the country under still another Ford Foundation grant of \$ 1.5 million is proceeding smoothly. Mention may be made of an electron microscope for the Department of Botany. It is also proposed to set up a Central Electronics Workshop.

3.14. Jawaharlal Nehru University, New Delhi: The Jawaharlal Nehru University Act, 1966, was brought into force on the

22nd April, 1969. The Institute of Russian Studies and the School of International Studies were merged with the University on October 11, 1969 and June 5, 1970 respectively. The former has been renamed the Centre of Russian Studies (in the School of Foreign Languages) and the latter the School of International Studies. All the major authorities of the University have by now been constituted. The Visitor nominated the first members of the Academic Council on July 2, 1970 and of the Court on September 15, 1970. The present enrolment in the University is: B.A. (Hons.)—162; Pre-doctoral—42; and Ph.D.—162. Six Schools of Studies, namely, Schools of Social Sciences, Foreign Languages, Life Sciences, Computer and System Sciences, Environmental Sciences and Creative Arts have been established. In the School of Social Sciences, seven centres, namely, (1) Centre for the Study of Political Development, (2) Centre for the Study of Regional Development, (3) Centre of Historical Studies, (4) Centre for Studies in Science Policy, (5) Centre for the Study of Social Systems, (6) Centre of Social Medicine & Community Health, and (7) Centre of Educational Studies have been created. The first four centres have already started functioning and they will admit students from the academic year starting in July, 1971 for degrees at various levels.

3.15. In the School of Foreign Languages, a Centre of French Studies was started during the year. The French Embassy has transferred all language equipment and books from its French Centre at Hyderabad to this Centre and the French Government has lent the services of two teachers who are engaged in framing curricula for a master's degree in French language and literature. In the Centre of Russian Studies, its undergraduate programmes have been expanded to include history, geography, economics and political science. One-year (part-time) diploma course in Russian was introduced from the academic year 1970-71. The Centre is currently engaged in working out the details of a postgraduate course in Russian Language and Literature to which students would be admitted from July, 1971 session.

3.16. In the School of International Studies, two more centres, namely, the Centre for Disarmament Studies and the Centre for Studies in Diplomacy have been created. The Department of American Studies has initiated programmes of studies of Latin American countries. The School undertook the training of twelve Indian Foreign Service probationers in international relations for a 3-month period beginning 1st November, 1970. With a UGC grant, the School organised a workshop in March, 1971 to provide opportunities to university teachers for facilitating exchange of views on problems of international relations and allied subjects.

3.17. A National Competition for the Design of the Master Plan of the University was organised during the year. Sixty-eight senior architects and town-planners from almost all regions of India and from abroad submitted entries. The Board of Assessors, with Sir Robert Mathew, formerly, President of the Royal Institute of British Architects, as one of its members, adjudged the design by Shri C. P. Kukreja as the best. Shri Kukreja has accordingly been appointed the architect and work on campus development is expected to start shortly.

3.18. **Visva-Bharati, Santiniketan:** Dr. Kalidas Bhattacharya, Vice-Chancellor, having resigned, Dr. Pratul Chandra Gupta, M.A. Ph.D., formerly, Professor and Head of the Department of History and the Dean of the Faculty of Humanities, Jadavpur University, took over charge as Vice-Chancellor with effect from August 23, 1970.

3.19. Among the developments during the year, mention may be made of the introduction of the one-year certificate course in library science from the 1970-71 academic session. Quite a few new buildings have been constructed during the year. Among them reference may be made to the Central Library buildings, laboratory buildings for botany and zoology, library building for the Centre of Advanced Study in Philosophy and the library building at Sriniketan.

B. INSTITUTIONS DEEMED TO BE UNIVERSITIES

3.20. Of the 10 institutions declared as 'deemed' universities under section 3 of the University Grants Commission Act, 1956 so far, one, namely, the Indian School of International Studies was merged with the Jawaharlal Nehru University in June, 1970. The remaining nine 'deemed' universities are as follows:

- (1) Indian Institute of Science, Bangalore
- (2) Indian Agricultural Research Institute, New Delhi
- (3) Gurukul Kangri Vishwavidyalaya, Hardwar
- (4) Jamia Millia Islamia, New Delhi
- (5) Gujarat Vidyapith, Ahmedabad
- (6) Kashi Vidyapith, Varanasi
- (7) Tata Institute of Social Sciences, Bombay
- (8) Birla Institute of Technology & Science, Pilani
- (9) Indian School of Mines, Dhanbad

With the exception of the Indian Agricultural Research Institute, New Delhi, and the Birla Institute of Technology and Science, Pilani, all the other 'deemed' universities are in receipt of maintenance grants on cover-the-deficit basis from the Ministry.

C. UNIVERSITY GRANTS COMMISSION

3.21. **Growth and Expansion:** The pace of growth and expansion in higher education has been extremely rapid. The student enrolment rose from 17.29 lakh in 1965-66 to 27.93 lakh in 1969-70. The estimated enrolment for 1970-71 is 31 lakh. The average rate of increase since 1965-66 is thus about 13 per cent per annum. From 20 universities in 1947, the number rose to 83 by December, 1970) excluding 9 institutions deemed to be universities; the number of colleges rose from 2,572 in 1965-66 to 3,297 in 1969-70, while the corresponding estimated figure for 1970-71 is 3,450, thus registering an average increase of 175 per annum. The teaching staff in university

departments and colleges rose from 84,676 in 1965-66 to 1,19,052 in 1969-70, an over-all increase of about 40 per cent during the period, while the strength of teaching staff in 1970-71 would be about 1,33,400. To cope with this extraordinary growth and expansion within the resources available, the Commission has been making planned and concerted efforts so as to meet the challenge of expansion and the needs for maintaining and improving standards.

3.22. **New Universities and Centres of Postgraduate Studies:**

The Commission has, however, accepted proposals for the establishment of a new university has to be considered in relation to the availability of the essential resources, and the contribution that the proposed university would make in raising the quality and standards of education and that no university should be established without prior consultation with and the concurrence of the Commission. The Commission has, however, accepted proposals for the establishment of university centres of postgraduate studies at nine places, namely, Anantapur (Sri Venkateswara University), Coimbatore and Tiruchirapalli (Madras University), Gulbarga (Karnatak University), Guntur (Andhra University), Mangalore (Mysore University), Rohtak and Simla (Punjab University), and Warangal (Osmania University). According to an earlier decision to review the functioning of the institutions deemed to be universities, review committees have been appointed in respect of the Birla Institute of Technology and Science, Pilani and the Gurukul Kangri Vishwavidyalaya, Hardwar, while similar committees on the Gujarat Vidyapith, Ahmedabad and the Tata Institute of Social Sciences, Bombay, have submitted their reports.

3.23. **Grants to Universities:** The programmes for the development of teaching and research formulated by the universities, have already been examined and discussed with the universities concerned, by visiting committees appointed by the Commission. The total allocation for development programmes of the universities and institutions 'deemed' to be universities excluding those relating to engineering and technology, amounts to about Rs. 54

crore for the period 1966-67 to 1973-74. The emphasis during the Fourth Plan is largely on consolidating and improving quality, developing centres of research and postgraduate studies, strengthening science education, providing library and laboratory facilities and amenities for students. The development grants during 1969-70 amounted to Rs. 1135.12 lakh, the break-up being: Science Rs. 309.56 lakh; Humanities and Social Sciences Rs. 171.74 lakh; Engineering and Technology Rs. 268.14 lakh and Miscellaneous (like accommodation, amenities, etc.) Rs. 334.68 lakh. Against this, during 1970-71, till the end of December 1970, such grants amounted to Rs. 670.62 lakh. Special grants ranging between Rs. 50,000 to Rs. 1,00,000 were also made available for research, not ordinarily covered under development schemes.

3.24. Centres of Advanced Study: Under a programme approved by the Commission, 30 carefully selected university departments (17 in science subjects and 13 in the humanities and social sciences), function as centres of advanced study in specialised fields, on an all-India basis. An additional academic staff of 51 professors, 83 readers, 76 research associates, 100 senior and 153 junior research fellows was approved for the centres to enable them to strengthen and diversify their teaching and research programmes. In 1969-70, over 700 scholars were engaged in research at different centres of advanced study, and more than 600 research publications were produced by their academic staff, besides holding a number of seminars and symposia in specialised fields.

The Centres continued to receive assistance from the UNESCO and the Government of the United Kingdom, which included, among other forms, visits by foreign experts, training facilities for Indian scholars, and scientists in the USSR and the UK, and supply of sophisticated equipment. The Commission has also agreed to give special assistance to 27 other university departments for their programmes of teaching and research. The departments concerned are being visited by expert committees.

3.25. **Area Studies:** To promote specialised studies and research relating to countries or areas with which India has close social, political and economic relations, the Commission has been providing assistance to selected universities for programmes of area studies as under:

University	Area of Specialization
Aligarh	West Asian Studies
Bombay	Studies relating to East Africa and the Soviet Union
Delhi	(a) Studies relating to Pakistan (b) Chinese and Japanese Studies (c) African Studies
Jadavpur	(a) Studies relating to South East Asia (b) Studies relating to Pakistan
Madras	South Asian Studies
Rajasthan	South Asian Studies
Sri Venkateswara	Studies relating to Indo-China

Assistance for the area studies programme is extended on a hundred per cent basis, outside the financial allocation provided for normal development programmes.

3. 26. **Correspondence Courses:** Assistance is also given to some universities for the introduction of correspondence courses. A correspondence course for the B.A. (pass) degree was first introduced by the Delhi University in 1962-63, which has recently introduced a similar course for B.Sc. (general: physics, chemistry, and mathematics group) also. The Punjab University, Patiala, and the Mysore University have correspondence courses for the pre-university class and B.A. degree. The Rajasthan University has a correspondence course for B.Com. degree. The Meerut University has also introduced a correspondence course for B.A. The Central Institute of Education

and the four regional colleges of education at Mysore, Bhopal, Ajmer and Bhubaneswar run correspondence courses for B.Ed. degree.

3.27. Maintenance Grants for Central Universities: Under Section 12 of the UGC Act, grants for maintenance, in addition to those for development, are provided to universities established or incorporated by a Central Act. The maintenance grants determined for the central universities for 1970-71 are: (i) Aligarh Rs. 204 lakh, (ii) Banaras Rs. 267.32 lakh; (iii) Delhi Rs. 126 lakh; and (iv) Visva-Bharati Rs. 57 lakh. Financial provisions have also been made for the maintenance expenditure of the Institute of Russian Studies and the School of International Studies, now constituent units of the Jawaharlal Nehru University.

3.28. Other Grants: Publication grants for publishing research works and doctoral theses and unassigned grants for miscellaneous programmes are also given to the universities. The former are available on a hundred per cent basis, for a period of five years, and can be utilised by the universities according to their needs and requirements. The allocation for publication grants for the period ending 1973-74 is Rs. 30.50 lakh. Unassigned grants can be utilised, *inter alia*, for various purposes like exchange of teachers, extension work by university teachers and travel grants to teachers and research scholars.

3.29. Assistance to Colleges: To help develop various programmes of crucial importance, the Commission has been extending assistance to colleges, some on a sharing basis but with a ceiling and others as outright grants. Grants to colleges for development projects during 1969-70 amounted to Rs. 3.55 crore. The Commission has constituted a standing advisory committee on matters relating to the development of colleges. Some of the programmes for which financial assistance is being provided are briefly indicated below:

(a) *Development of Postgraduate Studies:* Grants on a sharing basis, within prescribed ceilings, are given for additional staff, teaching accommodation, library and laboratory facilities,

etc. relating to the development of postgraduate studies. The earlier ceiling of Rs. 1,00,000 for the development of postgraduate studies in humanities and social sciences has now been raised to Rs. 1,50,000 for the Fourth Plan period ending 1973-74. Similarly for physics and chemistry the ceiling has been raised from Rs. 1,00,000 to Rs. 1,50,000, for botany, biochemistry, home science and zoology, from Rs. 75,000 to Rs. 1,00,000; and for anthropology, geography and mathematics (including statistics) from Rs. 50,000 to Rs. 75,000. During the period 1966-67 to 1969-70, grants amounting to Rs. 68.15 lakh and Rs. 24.25 lakh were respectively approved for 86 colleges in respect of science subjects and for 62 colleges in regard to humanities and social sciences.

(b) *General Facilities*: The ceiling of grants to colleges for general facilities like libraries, laboratories and workshops, books and equipment, residential accommodation for teachers and students, non-resident student centres, etc., has also been raised for the Fourth Plan from Rs. 1,50,000 to Rs. 3,00,000.

(c) *College Science Improvement Programme*: A new programme for the improvement of science teaching in colleges at the undergraduate level has been initiated. Special grants are provided to selected colleges or such selected university departments as undertake the responsibility of improving specified science subjects in the affiliated colleges, covering expenditure on items like orientation courses, exchange of teachers, essential equipment, teaching aids, etc. In its first phase, the programme is designed to cover about 100 colleges for three years, 1970-73.

(d) *Teachers' Training Colleges*: The Commission has decided to provide separate assistance to teachers' training colleges during the Fourth Plan. The ceiling of assistance to a college providing B.Ed. course is Rs. 50,000 and for a college providing B.Ed. and M.Ed. courses Rs. 2,50,000.

(e) *Book Grants*: For developing library facilities, a high priority programme, book grants, on a hundred per cent basis, ranging from Rs. 3,000 to Rs. 5,000, according to student enrol-

ment, was given in 1969-70 to each of the arts, science and commerce colleges. For 1970-71 the scale of similar book grants was between Rs. 4,500 to Rs. 6,500, according to student enrolment.

(f) *Grants to Delhi Colleges*: The Commission continued to provide maintenance grants to the non-government, constituent/affiliated colleges of the Delhi University. The Commission met 95 per cent of the deficit of these colleges. In addition, assistance is given for approved non-recurring expenditure for various projects, on a prescribed sharing basis. The number of colleges receiving such maintenance grants rose to 37 in 1969-70.

3.30. Programmes for Teachers: Quite a few schemes are followed by the Commission arising out of the fact that essential facilities for teachers constitute an important factor in maintaining standards in education and research. A brief outline of the programmes is given below:

(a) *Summer Institutes, Seminars and Refresher Courses*: In collaboration with other agencies, the UGC's programme of summer institutes, seminars, refresher courses, academic conferences, etc., by now followed for a number of years, covers the needs of schools, besides colleges, in acquainting the participants with current developments, modern curricula and techniques of instruction. During 1970, (i) 60 summer institutes in science subjects for about 2,500 school teachers, in collaboration with the US National Science Foundation and USAID and NCERT, (ii) 60 similarly organised summer institutes in science subjects for about 2100 college teachers; (iii) 13 summer institutes in English language teaching for 490 college teachers in collaboration with the Central Institute of English, Hyderabad and the British Council, New Delhi; (iv) 2 summer institutes, one each in molecular physics and life sciences, under the auspices of Madras and Marathwada Universities respectively for selected postgraduate students; and (v) 12 orientation courses for new junior college teachers, were held. Besides a conference on education and research in physics was held at Srinagar in June 1970, by the

National Council for Science Education and the UGC in collaboration with the US National Science Foundation. The Commission also accepted 153 proposals of various universities for similar seminars, symposia, courses, etc. in various disciplines and decided to give 12 fellowships at Rs. 300 per month per head to selected participants in the summer institutes in English language teaching for further training at the Central Institute of English, Hyderabad.

(b) *Assistance for Research and Learned Work*: Financial assistance is provided to university and college teachers, for expenditure on various items related to research work undertaken by them. During 1970-71, 243 projects in the humanities and social sciences, and 623 projects in science subjects (including engineering and technology) were approved.

(c) *National Lecturerships*: The Commission decided to institute a number of national lecturerships for two years in the first instance, following the recommendations of advisory panels in a few subjects. Outstanding teachers and research workers in different subjects would be selected every year as national lecturers who would give lectures and participate in advanced studies or research in various universities and colleges. The number of such lecturerships instituted during 1970 is 30.

(d) *Exchange of Teachers and Travel Facilities*: As indicated earlier, with unassigned grants from the Commission, the universities invite reputed teachers and experts from universities or institutions other than their own to deliver lectures, conduct seminars or guide research workers. Thus the services of talented academic personnel are made available as widely as possible. From the same funds, universities extend assistance to teachers and research workers for visiting centres of research or advanced study, for attending conferences, seminars, etc. in the country, and also for attending international conferences by such teachers as are invited to preside at a conference or its section or to contribute a paper. In the case of international conferences, assistance is subject to the sponsoring university sharing 50 per cent expenditure.

(e) *Retired Teachers*: Under the Commission's scheme for assistance towards utilising the services of superannuated outstanding teachers, twenty-eight teachers were selected. Each such teacher is provided with an honorarium of Rs. 6,000 p.a. and an annual grant of Rs. 1,000 for contingent expenditure on the work undertaken.

(f) *Residential Accommodation for Teachers*: Grants are paid to universities and colleges for the construction of staff quarters and teachers' hostels. During 1969-70, such grants in the case of universities amounted to Rs. 20.95 lakh, while for colleges, the corresponding amount was Rs. 16.90 lakh. During 1970-71 Rs. 27,05,234 were sanctioned to universities and Rs. 19,10,704 to colleges for the purpose.

3.31. **Student Welfare**: Programmes of student services and welfare, aimed at improving the working and living conditions of students, and providing essential services and amenities for them so badly needed in our institutions for higher learning have also been receiving high priority. The schemes followed are briefly outlined below:

(a) *Scholarships and Fellowships*: The programmes of scholarships and fellowships for students are mainly available for research and advanced studies in all disciplines particularly science, engineering and technology. 600 research scholarships, each of the value of Rs. 250 per month, for a period of three years, were provided to 70 universities during 1970-71. The universities were requested to award two-thirds of the number allocated to each for promoting doctoral research in science subjects, and to set apart a few for research in their affiliated colleges. The fellowships awarded during the year were: (i) 35 senior fellowships, each of the value of Rs. 500 per month, and 121 junior fellowships, each of the value of Rs. 300 per month for advanced studies and research in science; (ii) 15 senior and 54 junior fellowships in the humanities and social sciences; and (iii) 51 fellowships, each of the value of Rs. 400 per month for

research in engineering and technology. A notable development during the year has been the institution of fellowships for outstanding students in sciences, humanities and social sciences, after their master's degree to associate themselves with distinguished university teachers in preparing quality books of university level. Specially conceived as part of the Ministry's larger programme of producing university-level books in Indian languages, each fellowship carries the value of Rs. 500 p.m. with a grant of Rs. 2,000 p.a. for expenditure on contingencies. 100 fellowships per year are proposed under the scheme.

(b) *Residential Accommodation for Students*: The Commission continued to provide financial assistance for the provision of hostel accommodation for students. While during 1969-70 universities and colleges were, respectively, sanctioned Rs. 68.48 lakh and Rs. 34.62 lakh, during 1970-71, the corresponding figures were Rs. 41,21,386 and Rs. 49,70,279 respectively. Besides, on the recommendation of the Banaras Hindu University Enquiry Committee, the Commission agreed to provide a grant of Rs. 927 lakh to the university for the improvement of its hostel facilities, etc.

(c) *Sports and Physical Education*: Details of the programmes for the development of playfields, purchase of accessories, provision of gymnasia, sports pavilions/tracks and swimming pools in universities and colleges are being worked out for early implementation.

(d) *Student Homes/Non-Resident Student Centres*: This is a continuing programme. The homes and centres constructed with UGC assistance *inter alia* provide for reading room and canteen facilities for students. For a student home in a university, the assistance is limited to Rs. 1,00,000, with provision for a further grant of Rs. 24,000 for books and furniture, while for a non-resident student centre in the case of a college with an enrolment of 1000 or above, the grant is limited to Rs. 70,000 and for a college with smaller enrolment, the ceiling is Rs. 35,000.

(e) *Health Centres*: It has been decided to extend the coverage of the Commission's scheme of assistance to universities for establishing health centres to some selected colleges also.

(f) *Students Aid Fund*: The Commission makes contribution to the students aid fund in universities and colleges (Rs 15,000 p.a. for a university, and Rs. 750-Rs. 3250 p.a. for a college depending on enrolment), wherefrom needy students are enabled to pay their tuition or examination fees, purchase books, and meet other related expenses.

(g) *Students' Services Programme*: The Commission has decided to extend grants ranging between **Rs. 5,000** and **Rs. 12,000** to colleges, depending on the **enrolment**, for the improvement of existing hostel facilities, canteens, sanitary facilities, etc.

(h) *Visiting Studentships*: The Commission has also agreed to provide limited assistance to the universities for visiting studentships, to enable students to visit places of interest like those of national projects and cultural, historical and educational importance.

(i) *Other Programmes*: Further, it has been decided, during the year, to extend assistance to a few carefully selected programmes of crucial importance. They are: (1) establishment of textbook centres in selected areas; (2) establishment of book banks in colleges for providing textbooks on loan to students; (3) financial assistance to students' clubs and societies; and (4) travel grants to students for visiting libraries, research institutions, etc.

3.32. International Collaboration: The Commission has been promoting programmes involving international collaboration, and helping universities to obtain assistance from UNESCO and institutions, organisations and governments of other countries. These are either under specific agreements between the Government of India and other governments/agencies, or under

cultural exchange programmes or other arrangements. Such collaboration and assistance have enabled the universities concerned to develop their programmes of teaching and research in important fields. Mention of such assistance has been made in earlier paragraphs of this chapter in their proper context. Besides, during the year, a number of universities received assistance from UNESCO, the USSR, the UK, the USA and some other foreign countries. Assistance from the rupee funds of the United States PL 480 programme was provided to a number of university departments and other institutions for research in agricultural, physical and biological sciences. The Commission arranges visits by educationists, teachers and scholars between India and other countries under cultural exchange programmes. During 1970-71, such programmes were in operation between India, on the one hand, and on the other, Belgium, Czechoslovakia, France, German Democratic Republic, Federal Republic of Germany, Hungary, Poland, Romania, United Arab Republic, the USSR and Yugoslavia. Under the programme of exchange of visits by young scientists between India and the UK, a proposal for the visit of 8 Indian scientists to the UK and 8 UK scientists to India on a mutual basis was under way.

D. RURAL HIGHER EDUCATION

3.33. The scheme of Rural Higher Education was launched in 1956 with the object of providing higher education, after the secondary stage, to the rural youth in a rural environment and inculcating in them a spirit of service to the community and sympathy for the rural way of life, besides training them for careers in the rural development programmes of the Central and State Governments. Fourteen Rural Institutes are at present functioning in the country. The Rural Institutes at Jamia, Udaipur, Wardha, Indore and Rajpura are affiliated to their neighbouring universities. Three Rural Institutes, namely, those at Amravati, Bichpuri and Gargoti propose to affiliate themselves to their neighbouring universities from the academic session beginning July, 1971. The remaining Rural Institutes at Gandhigram

Coimbatore, Birouli, Tavanur and Hanumanamatti are affiliated to the National Council for Rural Higher Education and are offering courses approved by the Council.

3.34. During the year, two specifically set up committees made recommendations on important aspects of the activities of the Rural Institutes. A Working Group studied the extension and research activities of the Rural Institutes and suggested measures for strengthening these departments. Another committee examined *inter alia* the relationship of the Rural Institutes with the agricultural universities and considered measures for the introduction of short courses of a practical nature. The reports of these two committees were considered by the National Council for Rural Higher Education in December, 1970. The Council generally agreed with the recommendations.

3.35. The number of candidates who took the annual examination for various diploma/certificate courses conducted by the National Council for Rural Higher Education in 1970 was 1268. Of these 980 were declared successful.

E. OTHER PROGRAMMES OF THE MINISTRY

3.36. **Revision of Salary Scales of University and College Teachers:** The Government of India had accepted the recommendations of the UGC for the revision of pay scales of university and college teachers and agreed to give special assistance to State Governments covering 80 per cent of the cost of implementing the recommendations with effect from 1st April, 1966, for a period of five years ending March 31, 1971. So far, the Governments of Assam, West Bengal, Uttar Pradesh, Kerala, Maharashtra, Punjab, Haryana, Gujarat, Madras, Jammu and Kashmir, Bihar, Mysore, Rajasthan and Andhra Pradesh and the Union Administrations of Pondicherry, Himachal Pradesh and Goa, Daman and Diu have taken steps to implement the revision of salary scales. While Rajasthan has also agreed to introduce the scales in its three universities, Madhya Pradesh has taken a deci-

sion to introduce them from July 1, 1969: Orissa has yet to take its decision in this regard.

3.37. Grants/Loans for Construction of Hostels: Apart from assistance provided by the UGC towards construction programmes, the Ministry extends such assistance to voluntary organisations in big cities and loans to State Governments and Delhi University and its affiliated colleges. During the year, assistance has been extended to the Rajaji Nagar Kalyan Mantap Trust, Bangalore. Some more applications were under consideration. Loans to State Governments are meant for the construction of hostels in affiliated colleges and the universities. Loans are also given to the constituent colleges of the Delhi University for hostels and staff quarters.

3.38. Grants to Institutes of Higher Learning of All-India Importance: Grants are given to such non-statutory and non-affiliated institutions of higher learning as are engaged in pioneering work or introducing new ideas and techniques in education. The Kanya Gurukul Mahavidyalaya, the Lok Sewa Mahavidyalaya of Lok Bharti, Sanosara, Tilak Maharashtra Vidyapeeth and Sri Aurobindo International Centre of Education, Pondicherry, received such grants during the period.

3.39. Indian Institute of Advanced Study, Simla: Set up in October, 1965, as an autonomous institution, the Institute is financed by the Ministry. It arranged four seminars during the period, on (1) Indian Literature; (2) the Macro sociology of India; (3) Ancient Indian and Asian Civilization; and (4) Coalition Governments in India: Problems and Prospects. The Institute also brings out publications which include monographs and transactions.

3.40. Shastri Indo-Canadian Institute: In August, 1968, Governments of India and Canada announced the establishment of the Shastri Indo-Canadian Institute. The Institute came into operation with the signing of a memorandum of understanding

between the Government of India and the Institute on November 29, 1968. The Institute was incorporated in Canada and a local office was set up in New Delhi in March, 1969. The aims and objects of the Institute are: (1) to assist programmes of studies and research in India in humanities and social studies by qualified Canadian scholars; (2) to create chairs of Indian studies in Canadian universities and colleges; and (3) to acquire library materials on India for distribution among its founding members, viz., the University of British Columbia, McGill University, the University of Toronto and the National Library of Canada.

3.41. As provided in the Memorandum of Understanding, the Government of India have paid to the Institute a grant of Rs. 3 million in three equal annual instalments from 1968-69, representing the Indian costs on the Institute, the last instalment of Rs. 10 lakh having been released in November, 1970. Under its Fellowship Programme 14 research scholars have so far come to India. Under the Library Programme, (up to December 1970) the Institute purchased and sent library materials worth about Rs. 3,35,000. Some progress has also been made in the establishment of chairs of Indian Studies in the Canadian universities. The Institute's proposal for extending the period of Indian assistance for another five years is under consideration.

3.42. **Cultural Exchange Programmes:** During 1970, 32 Russian language teachers joined Indian universities and institutions of higher learning for teaching Russian language and literature under the Indo-USSR Cultural Exchange Programme. Similarly, two French language teachers joined Indian universities for teaching French language and literature under the Indo-French Cultural Exchange Programme. Two students were exchanged between Otomon Gakuin University in Japan and Gujarat University for 2-4 weeks during this year. The following visit/exchanges were scheduled for the year: (i) exchange of visits of two educationists in the field of higher education with the USSR, (ii) visit of a delegation of three educationists from the UAR, (iii) visit of the President, University of the Philippines and

(iv) visit of the Rector of Kabul University and the Vice-Chancellor, University of Khartoum.

F. FINANCIAL ALLOCATIONS

3.43. The major financial allocations for the programmes of higher education described in the chapter during 1970-71 and 1971-72 are given below:

(Rs. in 000's)

S. No.	Item	Provision for 1970-71		Budget Estimates 1971-72
		Original	Revised	
1	2	3	4	5
1.	Grants to Institutions Deemed to be Universities	4,772	5,909	5,285.5
2.	University Grants Commission	310,754	317,082	353,739
3.	Rural Institutes of Higher Education	2,764	3,103	2,500
4.	Revision of Salary Scales of University and College Teachers	70,000	60,000	7,000
5.	Grants/Loans for Constructions of Hostels	800	525	800
6.	Grants to Institutes of Higher Learning of All India Importance	600	600	600
7.	Indian Institute of Advanced Study, Simla	1,835	1,835	2,202
8.	Shastri Ind-Canadian Institute	1,000	1,000	1,000

CHAPTER IV

TECHNICAL EDUCATION

4.01. The main emphasis of the Fourth Plan schemes of technical education is on consolidating the existing institutions and improving their quality and standard. This is reflected in the various measures already initiated and proposed to be followed during the remaining years of the Fourth Plan.

4.02. Combating Unemployment among Engineering Personnel: In the last three-four years, the problem of unemployment among engineering graduates and diploma-holders caused serious concern. In 1965, unemployment among technically qualified personnel constituted only seven per cent of the total stock. It rose to 17 per cent in 1968 due, among other factors, to the recession in industry. The Union Government decided in 1968 to implement a series of special measures to create more employment opportunities for engineering personnel. The measures included employment of engineers in pre-investment surveys for irrigation and power, development of engineering consultancy services, formation of engineers' cooperatives for construction work, rural engineering services, etc., and assistance to engineers to set up small industrial units of their own. The State Governments, too, initiated similar measures to help their engineering personnel in finding gainful employment. The small industry development organisations at the Centre and in the States, industrial development corporations, financial institutions and even some private industrial groups have implemented programmes designed to promote self-employment among engineers. They are being trained in production, management, marketing and other aspects of entrepreneurship. Several technical institutions are also participating in this programme by conducting short-term courses and making available the facilities of their laboratories

and workshops for design and fabrication of equipment. As a result of these measures, and also because of the gradual recovery in the national economy, this rising trend of unemployment has been contained and increasing employment opportunities are becoming available in industry and other sectors of national life. A significant outcome of these efforts is self-employment in a big way. The emergence of a new class of engineer-entrepreneurs will not only make for rapid industrial development of the country but will also assist in the creation of additional employment opportunities.

4.03 Admissions to engineering institutions were reduced by about 30 per cent in 1968 to bring about a better balance between the demand for and supply of technical personnel. Since then, the same admission level has been maintained till the Fourth Plan has made some progress and more precise estimates of the demand for engineering personnel are available. The total admissions to the degree courses in 1970 were about 18,000 students and those to diploma courses about 28,000. The Fourth Plan does not visualise any significant quantitative expansion of technical education facilities. The present opportunity is being utilised to organise the system of technical education on a long-term basis and improve its quality and standard.

4.04. **Facultit Development:** Since faculty development is the heart of the problem of quality improvement, a comprehensive programme for the in-service training of teachers for engineering colleges and polytechnics was instituted during the year under review. Special master degree courses, for engineering college teachers were organised at all the Indian Institutes of Technology and about 75 teachers sponsored by the colleges are at present undergoing the master's programme. Each serving teacher is given a stipend of Rs. 300 p.m., their normal salaries and allowances being continued by their sponsors. A similar programme was also instituted for the senior teachers of engineering colleges to work for Ph.D. degree. Thirty senior teachers sponsored by engineering colleges are working for Ph.D. each with a stipend of Rs. 400 p.m. Other forms of in-service training like summer

institutes and short-term courses were also conducted for college and polytechnic teachers. In 1970-71, 55 summer institutes and short-term courses were conducted in which over 1400 teachers participated.

4.05. Curricular Improvement: The need to revise the curricula of degree and diploma courses on a continuing basis in the light of technological change is important. It is also important to bring the curriculum into intimate relationship with industry's need for different categories of engineers and technicians. Unfortunately, no organised effort was ever made till recently for curriculum development, preparation of instructional materials and improvement of laboratory experience. Towards this end, the Union Government on the recommendations of the All India Council for Technical Education, has set up seven expert groups for the curriculum development of engineering degree courses at the institutes of technology. Each group consisting of the faculty members of the institutes of technology and senior teachers drawn from engineering colleges will prepare the detailed curriculum in the concerned subject-field along with teaching units in the form of instructional materials for the guidance of teachers. The group will also develop new types of laboratory experience for students, prepare manuals and also fabricate prototypes of scientific instruments and apparatus. The material developed by the groups will be tried out at selected institutions with the help of teachers, refined and made available for general use. Similarly, five curriculum groups have been set up for polytechnic diploma courses at the technical teachers' training institutes and other selected polytechnics.

4.06. The lack of practical content in the degree and diploma courses is a serious deficiency. To remove it, a beginning has been made with sandwich courses at 18 selected institutions in close cooperation with industry. The sandwich courses, both for degree and diploma, envisage a full 12-month training in industry as an integral part of the entire course. The training will be given in convenient stages alternately between theoretical instruc-

tion in institutions and practical work in industry. To do full justice to practical training, the duration of the degree courses has been extended to a minimum of 5½ years and that of the diploma courses to 3 years. During the 12-month apprenticeship in industry, students of the sandwich courses are given a stipend to cover their lodging, board and other expenses. On the basis of the experience gained, the programme of sandwich courses will be extended to such other institutions as are in a position to establish cooperative relationship with industry.

4.07. Industry-Oriented Education: Reorganisation of polytechnic diploma courses to train the right type of technicians needed by industry is another urgent aspect being taken care of in the Fourth Plan. Many important questions have cropped up in regard to the standard and content of diploma courses, their relationship to industrial needs, and the new directions in which the whole system of polytechnic education should be reoriented. To examine all these aspects and prepare a blue print for the next ten years for the reorganisation and development of polytechnic education, the All India Council for Technical Education has set up an expert committee including representatives from industry. To assist and advise the committee, experts from Britain, Germany, the USA and Japan, where much valuable work has been done in the field of technicians' training, have been invited. The expert committee is expected to submit its report shortly.

4.08. During the year, several State Governments initiated schemes to secure the active association of industry in the development of technical education in their respective areas. To this end, the Governments of Gujarat, Uttar Pradesh, Bihar, Rajasthan, Mysore, etc., established Industrial Liaison Boards with representatives of industry, major Government departments employing technical personnel, heads of technical institutions and experts. The main responsibility of the boards is to formulate programmes of training, both in technical institutions and in industry to assess employment opportunities and reorient the

technical education system to meet the demand for trained personnel. Several State Governments have also introduced a variety of diversified courses at the polytechnic level to meet specific demands for middle-level technicians in industry in their respective areas.

4.09. Indian Institutes of Technology: During 1970-71 the five Indian Institutes of Technology at Kharagpur, Bombay, Madras, Kanpur and Delhi made further progress in their programmes of postgraduate courses and research. The total student enrolments and out-turn of graduates from the Institutes are given below:

Indian Institute of Technology at	Enrolment in 1970-71				Total Outturn 1970
	Under graduate	Post- graduate	Research	Total	
Kharagpur . . .	1,857	405	162	2,424	633
Bombay . . .	1,628	519	159	2,306	404
Madras . . .	1,281	436	205	1,922	560
Kanpur . . .	1,400	452	285	2,137	350
Delhi . . .	1,208	408	243	1,859	369
TOTAL . . .	7,374	2,220	1,054	10,648	2,316

The institutes started during the year postgraduate courses and centres as below:

Kharagpur Institute:

- (1) Agricultural Engineering with specialisation in Crop Progress Engineering (M. Tech.).
- (2) The Material Science Centre started with Soviet assistance, including 4 Soviet experts.

Bombay Institute:

- (1) Industrial Design (Diploma)
- (2) Centre for Advanced Studies in Aeronautical Engineering with Soviet assistance

Madras Institute:

1. M.Tech. in Chemical Engineering with the following new electives:

- (i) High Polymer Engineering
- (ii) Process Dynamics and Control

2. Postgraduate Diploma in 'Building Science' (Department of Civil Engineering)

Kanpur Institute:

13 new fields were added to the curriculum of undergraduate courses and 62 new fields to that of postgraduate courses in addition to undertaking major research problems in a variety of subjects in science and technology.

Delhi Institute:

- (1) P.G. Diploma in Technical Education
- (2) P.G. Diploma in Systems Engineering
- (3) M. Tech. in Applied Mechanics
- (4) M.Tech. in Water Resources Engineering
- (5) M. Tech. in Power Apparatus System
- (6) M. Tech. in Modern Methods of Chemical Analysis
- (7) M. Tech. in Design of Production Machines
- (8) M. Tech. in Fibre Science and Technology

The five institutes of technology have now been functioning for over 10 years. It has been decided to review the functioning

of all the institutes and for the purpose, a reviewing committee has been appointed for each of them. The work of these reviewing committees is in progress.

4.10. National Institute of Foundry and Forge Technology, Ranchi: The Institute is being set up at Ranchi with the objective of providing specialised training facilities for foundry and forge industry. It is designed to conduct long-term post-diploma and post-degree courses as well as a short-term refresher course for supervisors from the industries. Still in the early stage of its establishment, the physical facilities like building, laboratories, workshops, etc. are being provided. The first long-term course of 18 months for technicians is expected to be started in June, 1971. The Institute is, at present, conducting only short-term courses in cooperation with the Heavy Engineering Corporation.

4.11. National Institute for Training in Industrial Engineering, Bombay: The Institute was established in 1963 to conduct short-term and long-term courses in industrial engineering and allied fields, industry-oriented programmes and applied research and to provide consultancy services on a limited scale. During the year, the Institute conducted 33 short-term courses in industrial engineering for 540 persons sponsored by industry. A two-year postgraduate programme in industrial engineering is proposed to be introduced from 1971-72. The Institute also conducted seven courses for organisations like the State Bank of India, Indian Airlines Corporation, Hindustan Aeronautics, etc and organised seminars, research and the like in collaboration with the All India Management Association, Indian Institute of Industrial Engineers, Computer Society of India and Productivity Councils.

4.12. Indian Institutes of Management: The Ahmedabad and Calcutta Institutes of Management have made further progress in management education at the postgraduate level. The Institutes at present provide facilities for the admission of 120 students each year to the postgraduate courses. In addition,

they organise a large number of short-term management development programmes for personnel working in industry and commerce and assist the industry with facilities for consultancy.

4.13. School of Planning and Architecture, New Delhi: During the year, the School had an enrolment of 365 students. It offers facilities for postgraduate courses in town and country planning and architecture (urban design) in addition to degree and national diploma courses in architecture. It also conducts a special course in town and country planning and proposes to introduce a new postgraduate course in landscape architecture from July 1971.

4.14. Indian School of Mines, Dhanbad: The School was converted into an autonomous body and declared as a deemed university under the provision of University Grants Commission Act, from July 1967. In addition to the existing courses in mining engineering, petroleum technology, applied geology and applied geophysics, the School proposed to introduce a postgraduate orientation course for graduates in mining engineering from 1971-72. During the year there were 291 students at the School including 23 research scholars.

4.15. Indian Institute of Science, Bangalore: It has developed excellent facilities in a wide range of subject fields in engineering and technology for postgraduate courses and research. To review the progress made by this Institute and recommend the lines on which the facilities at this Institute should be further developed and consolidated, the Government appointed a reviewing committee under the chairmanship of Prof. T. R. Seshadri of Delhi University. The report of the reviewing committee is awaited.

4.16. Technical Teachers' Training Institutes for Polytechnic Teachers: Of the four Institutes, those at Madras and Chandigarh have completed the programmes of constructing buildings. The Calcutta Institute has undertaken the construction work during the year, while the Bhopal Institute is expected to start

construction programme next year. During the year all the Institutes together admitted about 110 fresh polytechnic teachers to the courses being conducted by them. In addition, the Institutes have undertaken a variety of short-term courses and curriculum development programmes for the improvement of quality and standards of polytechnic education.

4.17. Programme of Practical Training for Engineering Graduates and Diploma-Holders: Under the expanded programme of practical training for graduates and diploma-holders, about 13,000 training places were secured in several public and private sector industrial establishments and other organisations during 1970-71. For the effective organisation and supervision of practical training, Boards of Apprenticeship Training have been set up in cooperation with industry for the southern, eastern and northern regions. The Board for the western region is also expected to start functioning shortly. Under this programme, the Ministry extended financial assistance in organising short-term courses for the training of engineers in industrial entrepreneurship at 12 small industries service institutes in collaboration with the Ministry of Industrial Development.

4.18. Postgraduate Courses and Research: In addition to the Institutes of Technology, postgraduate courses for the master's degree in engineering have been instituted at several selected centres. The Board of Postgraduate Studies in Engineering of the All India Council for Technical Education carried out during the year a comprehensive assessment of these centres and recommended several measures to consolidate and develop the facilities further. The Board also recommended that the scheme should be extended to more centres that have built up considerable facilities in various fields of engineering and technology. The Government have accepted the recommendations of the Board and a programme has been drawn up. With its implementation, it is expected that the over-all facilities for postgraduate courses in engineering and technology at the end of the Fourth Plan will increase to about 2500 places at about 40 institutions.

4.19. **Regional Engineering Colleges:** The fourteen regional engineering colleges in various parts of the country made further progress in providing the remaining facilities envisaged originally at the time of their establishment. All the colleges are conducting first degree courses in civil, mechanical and electrical engineering. Some of them are also offering courses in metallurgy, chemical engineering and electronics. Seven regional engineering colleges have introduced industry-oriented postgraduate courses in specialised branches of engineering and technology under the programme of assistance from the UNDP. The first phase of the UNDP programme assistance ended in December 1969. However, to consolidate these courses and to initiate selected new programmes in cooperation with industry, the UNDP has agreed to extend this assistance for a further period of two years and a half from January, 1970. The Postgraduate Board of the All India Council for Technical Education has recommended that selected regional engineering colleges should also undertake a programme of postgraduate education in the Fourth Plan. The Government have accepted this recommendation and it is expected that selected institutions will be introducing postgraduate courses on a limited scale in the remaining years of the Fourth Plan.

4.20. **Financial Allocations:** The major financial allocations for technical education during 1970-71 and 1971-72 are given below:

(Rs. in 000's)				
No.	Item	Provision for 1970-71		Budget Estimates 1971-72
		Original	Revised	
1	2	3	4	5
1.	Indian Institutes of Technology	87,746	89,758	93,555
2.	National Institute of Foundry and Forge Technology, Ranchi	4,500	3,767	5,254

1	2	3	4	5
3.	National Institute for Training in Industrial Engineering, Bombay	1,605	2,036	2,380
4.	Indian Institutes of Management	3,800	4,217	6,661
5.	School of Planning and Architecture, New Delhi	1,755	1,947	1,855
6.	Indian School of Mines, Dhanbad	2,721	2,816	2,966
7.	Indian Institute of Science, Bangalore	11,300	11,680	12,000
8.	Technical Teacher Training Institutes for Polytechnic Teachers	6,107	5,770	6,419
9.	Practical Training Stipends Scheme	17,900	22,400	21,574
10.	Postgraduate Courses and Research	8,000	6,065	8,500
11.	Regional Engineering Colleges	34,400	30,120	34,704
12.	Quality Improvement Programmes	7,300	3,597	6,557
13.	Central Grants to Private Institutes	8,000	7,270	7,200
14.	Loans for Construction of Hostels	10,680	10,680	10,001

CHAPTER V

SCIENTIFIC SURVEYS AND DEVELOPMENT

5.01. In the field of scientific research and development, this Ministry looks after the Survey of India, three other Scientific Surveys—Botanical, Zoological and Anthropological—and the National Atlas Organisation, all of which are subordinate offices. It also provides financial assistance to institutions, organisations, scientific societies and individuals working in the field of scientific research.

A: SURVEY OF INDIA

5.02. **Topographical and Development Project Surveys:** During 1970-71, about 80 per cent of the staff of the Survey of India was engaged on topographical surveys and mapping (including surveys for boundary demarcations and defence purposes) and the remaining personnel were employed on development project surveys. Mapping was undertaken in Nepal under the Colombo Plan. Field and photogrammetric surveys covering an area of 1,53,816 sq. km. on 1:50,000 scale, 60,346 sq. km. on 1: 25,000 scale, 31,250 sq. km. on 1: 250,000 scale and 7,52,039 sq. km. of verification survey for charts on 1: 1 M scale, were carried out during the year under report. The other main items of work carried out during the year include topographical surveys, surveys for landing and approach charts of different airfields, surveys for town and guide maps, forest surveys, surveys for development projects, flood control and tidal observations and geodetic surveys.

5.03. **Important Conferences:** The officials of the Survey of India participated in several meetings/conferences held during the year. The more important of these include: (i) International symposium of I.S.P. of Commission IV held at Delft (Nether-

lands) on September 8-11, 1970; (ii) Symposium of Commission II and VII of International Society of Photogrammetry held at Dresden (GDR and Munich (West Germany) on September 10-21, 1970; and (iii) Sixth UN Regional Cartographic Conference for Asia and Far East held at Tehran from October 24 to November 7, 1970.

5.04. Publications: Various topographical and geographical maps, weather charts, landing and approach charts, cantonment maps, tide tables, departmental and extra-departmental books and pamphlets were published. Translation of departmental publications in Hindi and preparation of provisional list of Hindi equivalents of surveying technology is in hand. Some bi-lingual technical forms and letter heads have been introduced.

5.05. Centre for Survey Training and Map Production: Precision instruments and equipment received for the Centre for Survey Training and Map Production, was installed and put into operation. The building of the Reproduction Block was completed in July, 1970 and that of the Production Block is nearing completion. The Centre has undertaken research and developmental activities covering (i) numerical cadastre and streamlining of cadastral methods, standardization of technology for 1/25,000 scale mapping, and automated system of selection of the most economical alignment of canals, roads and railways; (ii) new block adjustment procedure and independent model triangulation in photogrammetry; and (iii) colour troll technique and electronic circuit diagram in the sphere of cartography and printing. The last has been completed. Work on standardisation of symbology for scribing and import-substitution of stable polyester base has been taken in hand. On the printing side, the introduction of aluminium press plate and water-coat-proving have been successfully done.

5.06. Indian Photo-Interpretation Institute: The Institute continued to impart training in photo-interpretation according to schedule. At present, there are 16 geologists, 22 soil surveyors and 9 foresters under training at the Institute. New buildings for the Institute are under construction.

B: NATIONAL ATLAS ORGANISATION

5.07. During the year, one plate of 1/M Physical Series and 6000 copies of 1/M Transport and Tourism Madras Plate were printed off. Fair drawing of originals for 59 maps covering 80 pages of the 'Atlas of India' to be published for the National Book Trust, was completed. A number of maps for the Irrigation Atlas and the Tourist Atlas and Town and City maps have been at various stages of compilation, fair drawing, proving and printing.

5.08. The organisation prepared 4 large-size display maps in oil colour for the exhibition of and contributed for the Centenary Celebrations of the Calcutta Port Commission.

5.09. The programme for 1971-72 includes publication of fascicule of the National Atlas, comprising some 40 plates of the English edition of the Atlas and the National Book Trust Atlas of India and the completion of the final drawing of the originals of the Irrigation Atlas of India.

C: ANTHROPOLOGICAL SURVEY OF INDIA

5.10. **Silver Jubilee Celebrations of the Anthropological Survey:** The Anthropological Survey of India, which is engaged on research and related activities in the field of anthropology in the country, completed 25 years of its existence in December 1970. The Silver Jubilee Celebrations of the Survey was inaugurated by the Minister of State in the Ministry of Education and Youth Services on December 5, 1970 at Calcutta. The main features of the celebrations included publication of a souvenir giving the history and development of the Survey, holding of a national seminar on anthropology in India and organisation of a series of lectures by eminent anthropologists at selected centres in the country. The Anthropological Survey has also been reorganised and strengthened during the year to enable it to discharge its expanded responsibilities more effectively. The important research and related activities of the Survey during the year are given below.

5.11. Cultural Anthropology and Allied Subjects: 34 field investigations were undertaken during the year in the field of cultural anthropology and allied subjects. Among the other important activities of this Division the following deserve mention: (1) preparation of thematic maps of Varanasi City; (2) preparation of notation of tribal dance; (3) study of tribal linguistics with reference to Thado Kabi, Chenchu and Maler; (4) inter-group stereo-types and social tension; and (5) traditional learning among Muslims of Calcutta. Seven reports/papers on the projects/studies undertaken were published and 25 others were completed during the year.

5.12. Physical Anthropology and Auxiliary Activities: 34 field investigations were undertaken by the Physical Anthropology Division and 12 by the Auxiliary Division of the Survey. Analysis of data collected during the year under review and during the earlier years in connection with the projects on dermatoglyphy, anthropometry, serology, anthropo-demography, growth and nutritional study, haemoglobin variants, osteology (Rupkund finds and dental anthropology), etc., was taken up. Study and analysis of environmental effect on somatic variability, analysis of anthropometric data collected under the All-India Anthropometric Survey, both south and north zones, and study of some population groups in Santal Parganas and Palamau district and caste groups in coastal Orissa, were also undertaken. A departmental seminar was organised on July 7-9, 1970, in which 36 papers on various aspects of physical anthropology and statistics were read. Cine films depicting the cultural life of the people of Spiti and the Bison Horn Maria, were completed.

5.13. Publications: Five memoirs and five bulletins of the Survey were published during the year, besides the three other publications, namely, (i) Research Programmes on Cultural Anthropology and Allied Division, (ii) Tribal Map of India-Annexure to the Tribal Map of India, and (iii) Hindustan Ke Adivasi (Urdu).

D: BOTANICAL SURVEY OF INDIA

5.14. **Flora of India Project:** An important project undertaken by the Botanical Survey relates to the revision of the 'Flora of British India', by J. D. Hooker (Volume I of the Flora of India). Out of 42 families included in the Hooker's Flora, 21 families have been assigned to the officers of the Survey and 4 families to those of the Forest Research Institute and colleges. The remaining families are being assigned.

5.15. Separate projects on the flora of the various parts of the country, have been taken up. Check-lists of the plants of Bombay, flora of Tripura, and Manual of Alpine Plants of the Western Himalayas have been completed and are in the process of being published. Besides, flora of Goa, Daman & Diu and Nagar Haveli, flora of Nongpoh (Assam), flora of Howrah district (W.B.) and a study of the vegetation of the Hissar district (Haryana), with special reference to the sand-dune areas adjoining Rajasthan, were completed.

5.16. **Explorations :** Botanical explorations, according to the Survey's usual programme, were continued on the five Regional Circles, Central National Herbarium and the headquarters organisation. The total number of accessioned sheets in different Herbaria of the Survey now stands as under:

(i) Central National Herbarium, Calcutta	6,48,300
(ii) Eastern Circle, Shillong	859,800
(iii) Western Circle, Poona	1,09,750
(iv) Northern Circle, Dehra Dun	44,800
(v) Southern Circle, Coimbatore	1,55,600
(vi) Central Circle, Allahabad	25,250

5.17. **Publications:** Roxburgh's Icones Fascicule No. IV, and Bulletin of the Botanical Survey of India Vol. 10, were brought

out during the year. 26 scientific papers contributed by the officers of the Survey awaited publication.

5.18. Collaboration with Universities: Facilities were extended to university teachers and students by the different herbaria of the Survey for the identification and critical study of specimens, supply of research materials, and training in herbarium techniques and methodology.

5.19. Training: Under Colombo Plan, two officers of the Botanical Survey were sent to the United Kingdom for one year for training in taxonomy and systematic botany.

E: ZOOLOGICAL SURVEY OF INDIA

5.20. Field Surveys: The intensive and extensive faunistic explorations of several parts of the country carried out during the year for study and collection were: (i) inland and sea-shore fauna from A & N Islands; (ii) fresh water protozoans from the Chilka Lake (Orissa); (iii) general fauna, with special reference to annelids (earthworms) and helminths (parasitic worms) from Goa; (iv) marine molluscs specially the ship-worms (wood-borers) from Mysore coast; (v) faunistic survey with special reference to insects of Kottayam district (Kerala); (vi) general fauna with emphasis on insects (Coleoptera), annelids and amphibians of Darjeeling district (W. Bengal); (vii) helminth fauna from the Nagarjunakonda area; (viii) subterranean soil meso-fauna from the shallow black soil of some parts of Madhya Pradesh and adjoining areas of Maharashtra; (ix) collection of fossils from Tiruchirappally and adjacent areas of Tamilnadu, and (x) fresh-water fishes from the river Atrai and its tributaries in North Bengal. Diu Islands were explored by the Survey for the first time and while doing so, the fauna of adjacent areas in Gujarat state were also collected for study. Collection of marine organism thus made is under study. A joint Daphnium Scientific Survey Expedition was carried out by the scientists of the Zoological Survey, in collaboration with other sister Surveys, viz.,

Geological Survey, Botanical Survey and Anthropological Survey, for a period of two and a half months, for a study and collection of its general fauna with special emphasis on the insect fauna of medical and veterinary importance.

5.21. The Regional Stations of the Zoological Survey undertook general faunistic studies of Jeori, Kaipa, Sarahan in Lahaul and Spiti valleys (H.P.) for general high altitude fauna, Corbett National Park and its adjoining areas for study of major wild life, and Tuticorin and Kerala coast for marine fauna. Besides, intensive local field surveys for the regional fauna were continued at Shillong, Patna, Dehra Dun, Solan, Jodhpur, Poona, Jabalpur and Madras by the Regional Stations situated in these places.

5.22. **Research Work :** Research was carried out on systematics, ecology and zoogeography of selected groups of animals such as the protozoans, helminths, annelids, sipunculids, crustaceans, molluscs, insects of different orders, fishes, amphibians, reptiles, birds and mammals, collected by the departmental field survey parties from different parts of the country. As a result of these studies 88 research papers were prepared out of which 42 were published and 46 were sent for publication. Four research fellows continued their studies on the systematics of siphonophores (collenterata), aphids (homoptera insecta), marine fishes of the family soleidae, and ecology of some ungulates. In addition, seven research trainee scholars were working on the systematics of certain groups of animals.

5.23. **National Zoological Collections:** About 12,658 authentically identified specimens pertaining to 1,222 species were incorporated in the National Zoological Collections of the Zoological Survey. These include type specimens belonging to 32 new species and 355 specimens pertaining to 75 species new to the collections. These additions have been made mainly as a result of identification of zoological material and research work carried out by the scientists of the department and partly by exchange and donation of material from outside.

5.24. Library and Laboratory Services: At the national level, library and laboratory facilities were extended to several members of staff and research scholars of various universities, Bombay Natural History Society, National Institute of Communicable Diseases, Fisheries Research Institutes, etc. Zoological collections of interest were shown to several batches of postgraduate students at their instance. Similar facilities were also extended to a number of scientists from abroad. Besides, the Zoological Survey continued to render identification and advisory services to various research and teaching institutions in this country and abroad.

5.25. Publications: The following departmental periodicals were published during the period; (1) Records of the Zoological Survey of India, Vol. 62(1&2); (2) Records of the Zoological Survey of India Vol. 62(3&4); and (3) Memoirs of the Zoological Survey of India Vol. 15(1).

F: SCIENTIFIC RESEARCH AND DEVELOPMENT

5.26. Encouragement of Scientific Societies/Associations/Research Institutes: To encourage scientific research, the Ministry continued to give grants to a number of private scientific research institutions, associations, scientific academies and societies for the maintenance and advancement of their work. The grants were paid to the scientific bodies for expanding and enlarging their research and development activities, publication of scientific journals and literature, holding conferences, symposia and seminars, institution of research fellowships, purchase of equipment, furniture and library books, and construction of laboratories.

5.27. International Scientific Unions: The Indian National Science Academy is the adhering body for the International Council of Scientific Unions (ICSU) and its affiliated bodies for international scientific co-operation and promotion of international understanding amongst scientists of different nations through participation in scientific conferences, scientific programmes and collaboration in special fields through exchange of personnel.

5.28. National Research Professors: Prof. S. N. Bose, Dr. P. V. Kane, Dr. V. R. Khanolkar, Dr. Suniti Kumar Chatterjee and Dr. S. R. Ranganathan continued as National Research Professors.

5.29. Encouragement to Research Scholars: Under the Scheme of Training Research Scholars, the following scholarships were allotted during this year:

(i) Indian Association for the Cultivation of Science, Jadavpur, Calcutta	22
(ii) Bose Institute, Calcutta	13
(iii) Birbal Sahni Institute of Palaeobotany, Lucknow	6
(iv) Maharashtra Association for the Cultivation of Science, Poona	4
	45

5.30. Partial Financial Assistance to Eminent Scientists Going Abroad: Financial Assistance to the extent of Rs. 3,500 in the UK and other European countries and Rs. 5,000 in the USA was given to Indian scientists for participation in international conferences. During the year, seventeen scientists were extended financial assistance under this scheme.

5.31. National Research Development Corporation of India: The annual production from commercial exploitation of researches is increasing and the total value of production based on the processes licensed by the Corporation up to March 31, 1970 was about Rs. 30 crore resulting in foreign exchange saving to the extent of Rs. 22 crore. During the period between 1st April and 31st December, 1970, 47 licence agreements for the commercial utilisation of the various processes developed at different laboratories and institutes were negotiated. During the year Shri Ram Institute for Industrial Research, Delhi, which had completed the feasibility trials as well as market trials in respect of the project "Built-in-Lubrication" in the previous year, started development work at the factories of M/s. Delhi Cloth & General Mills, Delhi. The process was licensed to M/s. D. C. M., Delhi. Shri Ram Institute is now taking up further work at the factories of M/s. Bombay Dyeing and Shri Ram Mills, Bombay. The

processes that have gone into production during the period between April 1, and December 31, 1970 are as below :

- | | |
|-----------------------------------|-------------------|
| 1. Metal Oxide Film Resistors | CECRI, Karaikudi |
| 2. Benzidine | do. |
| 3. Dioctyl and Di-Butyl Phthalate | NCL, Poona |
| 4. Orthotolyl Biguanide | do. |
| 5. Anti-Corrosive Packaging Paper | D.R.L (M), Kanpur |
| 6. Medical Instruments | CSIO, Chandigarh |

5.32. Scientific Delegations: The following delegations were sponsored by the Indian National Science Academy and other scientific and research organisations:

- (i) **Symposium on Solar Terrestrial Physics** held at Leningrad on May 11-20, 1970, which was attended by 13 Indian scientists led by Dr. Vikram A. Sarabhai, Secretary, Department of Atomic Energy.
- (ii) 13th Plenary meeting of COSPAR and International Space Research Symposium held at Leningrad on May 20-29, 1970, which, in addition to the above-mentioned 13 delegates, was attended by Dr. S. Bhagavantam, Chairman, National Committee in India for the International Union of Pure and Applied Physics, and Prof. P. R. Pisharothy of Physical Research Laboratory, Ahmedabad.
- (iii) The 7th International Symposium on the Chemistry of Natural Products held at Riga, USSR on June 21-27, 1970, attended by Prof. T. R. Seshadri and Prof. S. Rangaswami, of Delhi University, and Prof. P. C. Butta of the Indian Association for the Cultivation of Science, Calcutta.
- (iv) The IV International Congress of Radiation Research held at Evian, France, from June 28 to July 4, 1970, attended by Prof. H. D. Kumar of the University of Udaipur.

- (v) The IBP Technical Meeting on Biological Nitrogen Fixation held in the Netherlands from August 31 to September 4, 1970, attended by Dr. W. V. B. Sundara Rao of the Indian Agricultural Research Institute, New Delhi.
- (vi) International Symposium on the Geology and Genesis of Pre-Cambrian Iron-Manganese Formation and Ore Deposits held at Kiev and Krivoi Rog, USSR on August 20-30, 1970, attended by Shri P. Satyanarayana of University of Saugar.
- (vii) The meetings of IMU and IUTAM held at Menton, Nice and Liege from August 28 to September 10, 1970, attended by Prof. P. L. Bhatnagar, Vice-Chancellor, University of Rajasthan, Jaipur, and Prof. U. N. Singh of Delhi University.
- (viii) The 132nd annual meeting of the British Association for the Advancement of Science held at Durham on September 2-9, 1970, attended by Dr. B. P. Pal, and Prof. (Mrs.) Asima Chatterjee, on behalf of the Indian Science Congress Association.
- (ix) The General Assembly and Congress of International Union of Biochemistry held in Switzerland on September 3-9, 1970, attended by Dr. P. S. Sarma of Indian Institute of Science, Bangalore.
- (x) The Symposium on Hydro Geochemistry held in Tokyo on September 7-15, 1970, attended by Prof. R. C. Sinha, of Patna University and Prof. D. Lal and Miss S. Bhat of TIFR.
- (xi) The Joint Oceanography Assembly held at Tokyo on September 13-25, 1970, attended by Dr. U. Aswatharayana of Saugar University, Dr. N. K. Panikar of the National Institute of Oceanography, Goa, and Prof. D. Lal and Miss S. Bhat of TIFR.

- (xii) The International Symposium on the Ecological Basis for Environmental Management held at Rome from September 28 to October 2, 1970, attended by Dr. B. R. Murty of the Indian Agricultural Research Institute.
- (xiii) The meeting of the Indo-Soviet Joint Committee held at Moscow on October 12-18, 1970, attended by Dr. Atma Ram, Director-General, Council of Scientific and Industrial Research, Prof. T. R. Seshadri, Delhi University, Prof. T. S. Sadasivan, University Botany Laboratory, Madras, Prof. V. S. Huzurbazar, Head of the Department of Statistics and Mathematics, Poona University, and Shri L. S. Chandrakant, Joint Educational Adviser, Ministry of Education & Youth Services.
- (xiv) The Seminar on Science Journalism for Asia held at Tokyo on November 3-12, 1970, attended by Dr. B. K. Nayar of Indian National Science Academy, New Delhi.
- (xv) The organisational meeting of the Association of Ministers of Science in Asia held at Manila on November 16-20, 1970, attended by Dr. Y. Nayudamma, Director, Central Leather Research Institute, Madras, Dr. R. Ramana of Bhabha Atomic Research Centre, Bombay and Shri L. S. Chandrakant, Joint Educational Adviser, Ministry of Education & Youth Services.
- (xvi) The 26th annual session of the Ceylon Association for the Advancement of Science held at Colombo on December 15-19, 1970, attended by Prof. (Mrs.) Asima Chatterjee of Indian Science Congress Association.
- (xvii) The 13th General Assembly of the International Council of Scientific Unions held at Madrid on September 14-25, 1970, attended by Prof. S. Bhagavantam, Chairman, Indian National Committee for the International

Union of Pure & Applied Physics, and Dr. A. R. Gopala Ayengar, Bhabha Atomic Research Centre, Bombay.

- (xviii) XVII General Assembly of the International Union of Biological Sciences held at Washington on October 4-9, 1970, attended by Prof. B. R. Seshachar of the Delhi University and Dr. A. R. Gopala Ayengar of Bhabha Atomic Research Centre, Bombay.
- (xix) The General Assembly of the International Astronomical Union held at Brighton, Sussex (England) on August 18-27, 1970, attended by Dr. Vainu Bappa, Director, Astrophysical Observatory, Kodaikanal, Dr. G. Swarup and Dr. S. M. Chitre of the Tata Institute of Fundamental Research and Dr. M. M. Joshi.
- (xx) 7th meeting of International Mineralogical Association held at Tokyo and Kyoto from August 28 to September 2, 1970, attended by Shri K. K. Dar, Dr. G. R. Udas, Shri Y. N. Rama Rao and Dr. M. N. Viswanathia.
- (xxi) The XV International Ornithological Congress held in the Hague, the Netherlands, from August 30 to September 5, 1970, and the XV World Conference of International Council of Bird Preservation held in the Netherlands on September 6-11, 1970, attended by Dr. B. Biswas of the Zoological Survey of India.

5.33. **Indian Science Congress:** The 58th Session of the Indian Science Congress was held at Bangalore on January 3-9, 1971, under the presidentship of Dr. B. P. Pal. The session was inaugurated by the Governor of Mysore on behalf of Shrimati Indira Gandhi, Prime Minister of India. It was attended by eminent scientists from 21 countries besides a very large number of Indian scientists. Some foreign scientists who happened to be in India during the period also attended.

G. FINANCIAL ALLOCATIONS

5.34. The financial allocations for the various schemes/institutions, described in this chapter for 1970-71 and 1971-72 are given in the following table:

(Rs. in 000's)

S. No.	Item	Provision for 1970-71		Budget Estimate for 1971-72
		Original	Revised	
1.	Survey of India	60,447	60,178	63,143
2.	National Atlas Organisation	1,338	1,160	1,445
3.	Anthropological Survey of India	2,291	2,107	2,948
4.	Botanical Survey of India	4,822	4,595	6,091
5.	Zoological Survey of India	3,857	3,534	4,656
6.	Grants-in-aid to Scientific Societies and Institutes	9,113	8,587	11,344
7.	National Research Professors			
	(i) Payment of Salaries	355	212.5	355
	(ii) Expenditure on Research Work	118	121.5	124
8.	National Research Development Corporation of India	1,177	209.5	1,690
9.	International Scientific Unions	248	248	478

CHAPTER VI

SCHOLARSHIPS

6.01. The schemes of scholarships operated by the Ministry (excluding those operated by the UGC and NCERT) broadly fall under three categories: (i) scholarships for Indians for study in India; (ii) scholarships for Indian students for study abroad; and (iii) scholarships for foreign students for study in India.

A. SCHOLARSHIPS FOR INDIANS FOR STUDY IN INDIA

6.02. **National Scholarships Scheme:** Initiated in 1961, the National Scholarships Scheme is by far the largest in coverage and most extensive in character. An earnest of the Government of India to equalise educational opportunities, its objective is to ensure that no meritorious student is denied the opportunity of pursuing higher studies beyond the secondary stage, only due to the lack of financial support. The number of fresh awards per year was increasingly raised from year to year to 8500 in 1969-70 and this level was maintained in 1970-71 and is proposed to be maintained next year also.

6.03. **National Loan Scholarships Scheme:** As a supplementary to the National Scholarships Scheme, the scheme of National Loan Scholarships was started in 1963 to enable talented but economically weaker students to complete their education. The rate of loan scholarships varies from Rs. 720 per annum to Rs. 1750 per annum depending on the course of studies. The loan is recoverable in monthly instalments commencing from the year after the loanee secures employment, or three years after the completion of his studies, whichever event is earlier. The scheme envisages that if the loanee joins the teaching profession, 1/10th of the loan is written off for every completed year of service put in as a teacher. The present coverage of 20,000 awards per year, as followed in previous years, would be maintained in 1971-72 also.

6.04. National Scholarships Scheme for Children of School teachers: In recognition of the services rendered by school teachers to the community and as a measure of indirect assistance to them, a scheme of awarding 500 scholarships every year to the meritorious children of working school teachers for post-matriculation studies was started in 1961. 500 fresh awards were given in 1970-71 and it is proposed to maintain the level during the subsequent years of the Fourth Plan.

6.05. Scholarships to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi: The scheme seeks to promote study of Hindi beyond the secondary stage in non-Hindi-speaking States so as to make trained personnel available to teach Hindi and to man those posts where knowledge of Hindi is necessary. Its coverage has been increasing from year to year. Starting with only 10 scholarships in 1956-57, the number was raised to 1000 in 1968-69 and in 1969-70. For 1970-71, the number was raised to 1500 scholarships, while in 1971-72, it is proposed to offer 1750 scholarships under this scheme.

6.06. Merit Scholarships for Studies in Residential Schools: The only scheme of scholarships operated by the Ministry in the field of school education, it is designed to provide opportunities of good all-round education in residential schools to talented children from low-income families. 200 fresh scholarships are awarded every year, on the basis of competitive tests. The number of awards will continue to be 200 in 1971-72 also.

6.07. Scholarships to Young Workers in Different Cultural Fields: The scheme seeks to provide opportunities to talented young persons for advanced training in both Hindustani and Karnatak music (instrumental and vocal), classical western music, Bharatanatyam, Kuchipudi, Kathakali, Kathak, Manipuri and Odissi dances, drama, painting, sculpture, book illustration and design. Twenty-five fresh scholarships are awarded under the scheme every year. It is proposed to make the same number of awards in 1971-72 also.

B: SCHOLARSHIPS FOR INDIAN NATIONALS FOR STUDY ABROAD

6.08. The scholarships in this category may be grouped under three heads: (1) scholarships offered by the Government of India; (2) scholarships under Commonwealth programmes; and (3) scholarships offered by foreign governments, organisations or institutions.

I. SCHOLARSHIPS OFFERED BY THE GOVERNMENT OF INDIA

6.09. Overseas Scholarships to Scheduled Caste, Scheduled Tribe, etc. Students for Studies Abroad: Nine scholarships (scheduled caste 4, scheduled tribe 4, and denotified, nomadic and semi-nomadic 1) are available each year to these category of students for studies abroad. Nine scholars have been selected for 1970-71. An equal number of scholarships will be available during 1971-72.

6.10. Passage Grants to Scheduled Caste, Scheduled Tribe etc. Students for Studies Abroad: Nine passage grants, four for scheduled caste, four for scheduled tribe and one for denotified, nomadic and semi-nomadic tribe students are available each year for studies abroad. The grants are available to such students as have received scholarships for studies abroad but without the element of passage cost included in them. An equal number of passage grants will be available during 1971-72 also.

6.11. Partial Financial Assistance (Loan) Scheme: The scheme provides for the grant of loans towards passage to such academically distinguished students as have obtained admission to foreign universities, organisations, etc. for study in subject-fields for which adequate facilities do not exist in India. Emergency loans to *bonafide* Indian students are also given by our Missions in the USA, the UK, and West Germany. During 1970-71, such loans have been sanctioned to 46 students.

6.12. Special Educational Loans (Consequent on Devaluation) to Parents/Guardians of Indian Students Studying Abroad: This scheme was introduced in 1966 consequent upon the devaluation of the Indian Rupee.

uation of the Rupee and is intended to assist the parents/guardians of Indian students studying abroad to meet the increased cost of remittance attributable to the devaluation. The scheme has been of benefit to a very large number of students.

6.13. National Scholarships for Study Abroad: It has been decided to award fifty scholarships every year to meritorious students who do not have the means to go abroad for further studies. The scholarships will mainly be available for postgraduate studies. The awards will be made for the duration of the course for which a scholar is initially selected. The period will ordinarily be not more than 3 years but shall in no case exceed 4 years. The minimum qualification for eligibility will be a first class in engineering/technology or a first class honours or master's degree in other subjects. The implementation of the scheme will begin from 1971-72.

II. SCHOLARSHIPS UNDER COMMONWEALTH SCHOLARSHIPS AND FELLOWSHIPS PLAN

6.14. The Commonwealth Scholarships and Fellowships Plan has been in operation for the last eleven years owing its origin to the Commonwealth Education Conference held in July, 1959 that had recommended a number of measures for sharing the wide range of educational resources available throughout the Commonwealth and thus promoting equality of educational opportunities at higher level. Scholarships offered to India under this Plan and processed during the year are as below:

- (a) **Australia:** Two selected scholars left for postgraduate studies in Australia against the offer for 1970-71. Five nominations for scholarships for 1971-72 have been sent to the Government of Australia for final selection. For 1972-73, five nominations have been offered.
- (b) **Canada:** Eighteen scholars have left India for postgraduate studies in Canada on scholarships for 1970-71. The Canadian Government invited twenty-four nominations for 1971-72, for which selections have been completed and nominations sent.

- (c) **Hong Kong, Jamaica, Ceylon, Ghana and East Africa:** Offers of two nominations each from Hong Kong, Jamaica, Ghana and East Africa and three nominations from Ceylon for further studies for 1971-72 were being processed.
- (d) **Malaysia:** Against an offer of two scholarships, two nominations have been sent to the Malaysian Government for 1971-72.
- (e) **New Zealand:** Two nominations were sent to the Government of New Zealand against the offer for 1971-72 scholarships, while an offer of two nominations for 1972-73 was being processed. Three doctors selected for the 1970-71 awards left for New Zealand, while under the Commonwealth Medical Aid Programme, 1971-72 an offer of an unspecified number of awards was being processed.
- (f) **United Kingdom:** Against the offer of 40 scholarships for postgraduate studies/research in the U.K. for 1970-71, 35 selected scholars left India. Selections for 1971-72 scholarships were over and 67 nominations were sent to the UK Government for final selection. Against United Kingdom Teachers' Training Bursaries for 1970-71, 33 selected candidates proceeded to the UK. For similar bursaries for 1971-72, 35 nominations had been sent and the results of the final award were awaited.

III. SCHOLARSHIPS OFFERED BY FOREIGN GOVERNMENTS, ORGANISATIONS OR INSTITUTIONS

6.15. As in earlier years, a number of scholarships were offered by governments, organisations or institutions in other countries for studies or research in various disciplines, particularly specialised training and education. An idea of the offers received and processed during the period is outlined below.

1. **Austria:** Four scholarships for 1970-71 for studies in veterinary medicine were offered. Nomination of one candidate

could be sent to the Austrian authorities, who was finally selected. Besides, the authorities granted scholarships to two Indian scholars who went to Austria in 1969 and to another two private candidates already studying there. For the postgraduate course of physicians and surgeons in medicine and surgery, 1970-71, against an unspecified number of scholarships, nominations of seven candidates were sent, of whom five were finally selected. Against another offer of an unspecified number of scholarships for 1970-71, for the postgraduate course in mineral prospection, exploration and mining at the College for Mining and Metallurgy, nominations of five candidates were sent to the Austrian authorities who finally selected one candidate.

2. **Belgium:** Against an offer of five fellowships for 1970-71 made by the Belgian Government, nominations of six candidates were sent and five were finally awarded the fellowships.

3. **Czechoslovakia:** Against an offer of 7 scholarships for 1970-71 from the Czechoslovak Government, 13 candidates including six on a reserve list, were nominated. Final decisions were awaited from the authorities.

4. **Denmark:** Against an offer of 8 scholarships, 18 candidates including 10 on the reserve list, were nominated. The Danish Government had accepted two candidates till the end of March, 1971 and decisions on the remaining were awaited. Another offer of 2-3 scholarships for studies in seed pathology, 1970-71 was finalised and the nominations of two candidates sent to them had been accepted by the authorities.

5. **France:** From the French Government were received three offers for 1971-72. The first related to 56 scholarships for higher studies or training or research. The offer was processed and nominations sent to the French Embassy, New Delhi. The second was an offer of two fellowships for 1971-72 to enable Indian professors of French to learn the latest techniques of teaching French. Nominations were sent to the French Embassy,

New Delhi. The third was an offer of one scholarship for special interpreters' and translators' course for 1971-72 organised by the Audio-Visual Centre for Modern Languages of Vichy (France). One candidate was nominated.

6. **Finland:** Two candidates selected against the offer of Finnish Government scholarships for 1969-70 left for Finland and the approval in respect of the third candidate was awaited.

7. **Federal Republic of Germany (West Germany):** Alexander-Von-Humboldt Foundation of West Germany has been offering fellowships for advanced academic research. Against the offer of an unspecified number of fellowships for 1970, seven selected candidates left for West Germany. Against a similar offer for 1971, 40 nominations have been made. Final selection was awaited. The German Academic Exchange Service also has been offering similar fellowships.

Against an offer of 24 fellowships for 1970, 23 scholars were selected. Against a similar offer for 1971, nominations of 31 candidates have been sent.

8. **German Democratic Republic (East Germany):** Quite a number of offers of scholarships for postgraduate studies, training of physical education coaches and training of physicians in combating tuberculosis were processed during the year.

Against the 1969 offer for postgraduate studies, eight scholars went to East Germany. Against a similar offer of 10 scholarships for 1970, ten scholars were selected. For training of coaches in physical education, an offer of five scholarships was made for 1970, against which five selected scholars left for that country while a similar offer of five scholarships for 1971 was being processed. Two scholarships were offered for training of Indian physicians in combating tuberculosis. The nomination of two candidates was accepted by the German Democratic Republic authorities.

9. **Greece:** Against the offer of two Greek Government scholarships for 1970-71, extension was granted to two Indian scholars already in that country.

10. **Hungary:** Against the offer of six Hungarian Government scholarships for 1969-70, six scholars were selected, of whom two have already left for Hungary.

11. **Italy:** The Italian Government offered four scholarships for 1970-71. All the four scholars nominated by the Ministry were finally selected. An offer of an unspecified number of scholarships was received from the Italian Institute for Economic Development (ISVC) for 1970-71. Two candidates were finally selected against this offer.

12. **Japan:** The Japanese Government offered six scholarships for 1971-72. Seven candidates including one on the reserve list, had been nominated, but final selection was awaited. One candidate was awarded a scholarship against the offer of two scholarships, made by the Tohoku University of Japan for 1970-71.

13. **Netherlands:** Against an unspecified number of fellowships for 1970-71 offered by the Netherlands Government, 29 candidates were selected.

14. **Norway:** Five different offers from Norway were processed during the year. The first was an offer of an unspecified number of fellowships made by the Government of Norway. Against this, 39 candidates were nominated, of which the Norwegian authorities selected 22. A similar offer for 1971-72 fellowships was received and processed. The third was an offer of three scholarships for 1970-71 for the postgraduate training course in naval architecture and marine engineering. The Norwegian Government granted scholarships to three candidates out of five names recommended by this Ministry. The fourth related

to the offer of three fellowships for 1970-71 for special post-doctorate and postgraduate courses in soil science. Three candidates were recommended to the Norwegian Government, but the final acceptance was awaited. The fifth related to the offer of the Norwegian Government of scholarships for 1970-71 for Indian oceanographic scientists. The Ministry of Food and Agriculture (Department of Agriculture) were requested to recommend five candidates against this offer which was being processed.

15. **Poland:** Against the offer of vocational/practical training scholarships for 1969-70, made by the Polish Government, 35 candidates were selected; placements for only 17 candidates could be arranged till the end of March, 1971. The Government of Poland also offered three scholarships for 1970-71 in economic planning. But the offer could not be utilised, because there was no response to the advertisement put out by the Ministry. For studies/training in town and country planning, for 1970-71, an offer of three scholarships was received. Against the offer, five candidates (including two in the reserve list) were nominated.

16. **Sweden:** An offer of an unspecified number of fellowships for 1971-72 for International Seminar in Physics in the University of Uppsala was received. The offer was being processed.

17. **Turkey:** Against the offer of three Turkish Government scholarships for research for 1970-71, the Turkish Government have finally selected three candidates out of four nominated.

18. **Romania:** The Government of Romania offered one scholarship for 1969-70. The selected candidate was still to go to that country.

19. **UAR:** The UAR Government has been offering 10 scholarships for Indian nationals annually. Against this usual quota,

the UAR Government granted extension to the existing Indian scholars in that country, including some earlier awardees who were already studying there on their own initiative.

20. USSR: For 1970-71 for postgraduate studies/research and higher specialisation, the USSR Government offered 50 scholarships, which included five scholarships each for the Indian Institute of Technology, Bombay and the Institute of Russian Studies, New Delhi. In all, 76 candidates were nominated, of which 40 were approved by the Soviet authorities till the end of the year. For the same courses, and for training in translation techniques for 1971-72, an offer of 50 scholarships was received and processed. People's Friendship (Patrice Lumumba) University, Moscow offered 30 scholarships for 1970-71. 35 candidates including five in the reserve list were nominated. The University approved 30 candidates, of whom 27 left for Moscow.

21. Yugoslavia: Against an offer of three scholarships for 1970-71 made by the Yugoslav Government, five candidates were nominated, but final approval was awaited.

22. United Kingdom : Apart from those offered under Commonwealth programmes, a number of associations/institutions/trusts offered scholarships/fellowships to Indian nationals. Nine such offers were processed during the year. Against apprenticeships offered by M/s. Rolls Royce Ltd., London, three graduate apprentices and four engineering apprentices proceeded to the UK under the offer for 1969-70. For 1971-72, an offer of five apprenticeships (three graduate and two engineering) was received and processed. 14 scholars left for studies in the UK under 1970-71 scholarships offered by the British Council. A similar offer of ten scholarships for 1971-72 was received and processed. Two scholars selected under Imperial Relations Trust UK Fellowships, 1970-71, proceeded to the UK for research in education. A similar offer of two fellowships was received for 1971-72 and processed. The Nehru Memorial Trust UK offered one scholarship for study/research in the UK for 1971-72. The

offer was being processed. Two scholars selected for Royal Commission Science Research and Rutherford Scholarships, 1970-71 left for the UK. The Royal Commission invited six nominations for study/research for 1971-72. The offer was under processing.

C. SCHOLARSHIPS FOR FOREIGN NATIONALS FOR STUDY IN INDIA

6.16. Scholarships for the nationals of other countries who come to India for studies can be grouped into three categories, on the basis of the agencies who award the scholarships/fellowships viz., (i) scholarships offered by the Government of India, (ii) scholarships under Commonwealth programmes, and (iii) scholarships under cultural exchange programmes, bilateral or other arrangements.

I. SCHOLARSHIPS OFFERED BY THE GOVERNMENT OF INDIA

6.17. **General Cultural Scholarships Scheme:** Under this scheme scholarships are awarded to the nationals of various Asian, African and other countries for post-matriculation studies in India. In 1970-71, one hundred and eighty scholarships were awarded. It is proposed to give the same number of scholarships during 1971-72.

6.18. **International Students' House:** For the benefit of students from other countries, it has been decided to construct International Students Houses at Calcutta and Bombay in cooperation with the State Governments and universities concerned. The House at Bombay is nearing completion.

II. COMMONWEALTH SCHOLARSHIPS AND FELLOWSHIPS PLAN

6.19. Under the Commonwealth Scholarships and Fellowships Plans, 45 scholarships and five fellowships were offered to other Commonwealth countries for 1970-71, for studies/research in India. For 1971-72 also the offer has been repeated through the Indian missions in the countries concerned.

6.20. **Bursaries for the Training of Craft Instructors:** Against the offer of bursaries for the training of craft instructors to the nationals of Commonwealth countries in Asia, Africa and Latin America for 1970-71, two trainees from Tanzania arrived and joined their training course at the Central Training Institute for Craft Instructors, Bombay.

6.21. **Short-term Visit by Senior Educationists from Commonwealth Countries:** One senior educationist from Ghana visited India during the year, while another from, Sierra Leone was expected.

III. SCHOLARSHIPS UNDER CULTURAL EXCHANGE PROGRAMMES, BILATERAL AND OTHER ARRANGEMENTS

6.22. Developments with regard to scholarships under cultural exchange programmes, during the year, are briefly indicated below :

1, **Bulgaria:** Against an offer of three scholarships, one nomination was received and processed.

2. **Czechoslovakia:** An offer of five scholarships was made for 1970-71 and the nominations were awaited.

3. **German Democratic Republic (East Germany):** An offer of five scholarships was made for 1970-71. Nominations were awaited.

4, **Hungary:** Against an offer of five scholarships for 1970-71, five nominations were received. Two awardees joined their studies, one was expected shortly while the remaining two were under consideration.

5. **France:** Against an offer of six fellowships for 1970-71, six nominations were received and processed.

6. **Poland:** One awardee against the offer for 1969-71 arrived and joined her studies in Delhi University.

7. **Romania:** Against the offer made for 1970-71, one nomination was received and processed.

8. **USSR:** Against the offer for 1969-70, six more scholars arrived and joined their studies. Against the offer of 20 scholarships for 1970-71, seven candidates arrived and joined their studies.

9. **Yugoslavia:** Of the scholars selected against the offer for 1969-70, one awardee continued her studies, two more arrived and joined their studies during the period, while the case of one candidate was under consideration. Against the offer of five scholarships for 1970-71, two nominations were received and processed.

6.23. **Reciprocal Scholarships Scheme:** Eleven scholars of the 1969-71 batch arrived last year. Of them one each from Denmark, Finland and the Netherlands returned after completing their studies. Eight scholars continued their studies. During 1970-71, two scholars from Brazil, two scholars from Columbia and one each from Belgium and the Netherlands arrived and joined their studies. Of them, one of Brazil and one of Columbia returned after completing their studies.

6.24. **Aneurin Bevan Memorial Fellowships:** An offer of fellowship for 1970-71 has been sent to Dr. William Herbert Whiles, Consultant Children's Psychiatrist, Wessex Regional Hospital Board, UK.

6.25. **Fellowships to West German Nationals:** One fellow of the 1969-70 batch arrived and continued his studies. Against an offer of 10 fellowships for 1970-71, three nominations were received. One fellow arrived and the other two were expected.

D: FINANCIAL ALLOCATIONS

6.26. The financial allocations for the various scholarships schemes for 1970-71 and 1971-72 described in this chapter are indicated below:

(Rs. in 000's)

No.	Item	Provision for 1970-71		Budget Estimates 1971-72
		Original	Revised	
1	2	3	4	5
1.	National Scholarships Scheme	28,180	23,840	22,766
2.	National Loan Scholarships Scheme	57,069.6	48,566.00	44,400
3.	National Scholarships for Children of School Teachers	2,315	2,142	2,322
4.	Scholarships to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi	1,847	1,847	2,120
5.	Merit Scholarships for Studies in Residential Schools	1,698	1,698	1,698
6.	Scholarships to Young Workers in Different Cultural Fields	180	180	180
7.	Overseas Scholarships to Scheduled Caste, Scheduled Tribe, etc., Students for Study Abroad (including Passage Grants)	350	342	350
8.	Partial Financial Assistance (Loan) Scheme	200	200	200
9.	Scheme for Special Educational Loans to Parents/Guardians of Indian Students Studying abroad	500	134	100
10.	National Scholarships for Study Abroad	..	85	2,000
11.	Indian Scholars Going Abroad against Scholarships	275	275	275

1	2	3	4	5
12.	General Cultural Scholarships Scheme	2,750	2,750	2,750
13.	International Students House, Bombay and Calcutta.	400	400	300
14.	Foreign Scholars for Study in India	960	749	892

CHAPTER VII

DEVELOPMENT OF LANGUAGES

7.01. The programmes for the development of languages followed by the Ministry are guided by the basic principles and policies enshrined in the Constitution of India, strengthened and elaborated in 1968 by the Parliamentary Resolution on the languages and the Government of India Resolution on the National Policy on Education. Article 351 of the Constitution vests the Union Government with the responsibility of enriching, developing and promoting Hindi so as to make it serve as a medium of expression for the diverse elements of our composite culture. Parliament's Resolution on Language Policy emphasised that in the interest of the educational and cultural advancement of the country it was necessary to take concerted measures for the full development of the 14 major Indian languages, besides Hindi. The National Policy on Education adopted by the Government following the recommendations of the Education Commission (1964-66) declared: "The energetic development of Indian languages and literature is a *sine qua non* for educational and cultural development. Unless this is done the creative energies of the people will not be released, standards of education will not improve, knowledge will not spread to the people and the gulf between the intelligentsia and the masses will remain, if not widen further."

7.02. The programmes also lay due emphasis on English, the associate official language of the Union and on Sanskrit, the mother of a majority of modern Indian languages, because of their special relevance to the country's past and future.

7.03. An outline of the efforts made and progress achieved during the year in the field is given in the following sections.

A: SCIENTIFIC AND TECHNICAL TERMINOLOGY FOR INDIAN LANGUAGES

7.04. Terminology in Hindi: The Commission for Scientific and Technical Terminology (CSTT) was constituted in 1961 for the evolution of scientific and technical terminology. Later in 1963, terminology work in the humanities and social sciences was also assigned to it. During a decade of its work, the Commission has been able to complete a major part of its assigned task, namely, evolution of terminology in most of the subjects. Work on engineering, agriculture, medicine and departmental terminology in defence is in hand. During 1970-71, till the end of January, 1971 about 24,500 terms pertaining to sciences, humanities and government departments were evolved and about 17,500 terms were finalised. In all, about 397,250 terms have been evolved and about 369,500 terms finalised so far.

7.05. Terminology in Urdu: The Taraqui-e-Urdu Board, set up by the Ministry in 1969 to look after the programmes of producing university-level books in Urdu, has also engaged itself in evolving scientific and technical terms in Urdu. In this regard the Board set up a high-power committee which has recommended that the terms evolved by the CSTT may be suitably adopted in Urdu language, terms already current in Urdu in the subjects concerned may be preferred and terms in English may be retained where suitable equivalents are not available. Evolution of terminology in Urdu has been entrusted to scholars under the guidance of Prof. M. Mujeeb. The finalisation of technical terms in Urdu has been entrusted to an expert committee. So far 20,000 terms in 12 subjects have been coined out of which 5,500 terms have been finalised.

7.06. Coordination Work Relating to Terminology: Immediately after the first few glossaries were printed by the CSTT, a concerted attempt was made to effect co-ordination of terminological work in various regional languages. In September, 1968, a conference of state officers in charge of regional languages was held by the Commission. The conference was of the view that it

was necessary that, as far as possible, scientific and technical terms in various languages should be uniform and the terminology evolved by the CSTT should serve as a basis for adoption/adaptation. The work has assumed greater significance in the context of the present massive programmes of producing university-level books in Indian languages. Complete data of terminological work conducted by various State agencies are being collected by the CSTT.

7.07. A broad-based continuing "Terminology Unit" is proposed to be created to undertake terminological work in future in various branches of sciences and to meet the needs of various government departments, universities and fast-developing Indian languages. A statement of Hindi terminological work done by the CSTT in various subjects is given in Annexure E.

7.08. **Terminological Glossaries and Dictionaries:** The work on the finalisation and co-ordination of terms has been in progress according to schedule. Coordination of terminology prepared in various units/agencies with a view to preparing manuscripts for subject-wise and consolidated glossaries is a task that the CSTT has been pursuing simultaneously all these years. 20 glossaries have been brought out so far including two brought out during the year, viz., Commerce Glossary, and Science Glossary (Hindi-English).

7.09. Initiated in 1958 under the guidance of Dr. S. Verma, the then General Editor, work on definitional dictionaries was kept in abeyance in the CSTT during 1969-70, to enable the staff to concentrate on terminological work. As soon as interdisciplinary terms are coordinated, the work on the definitions will be undertaken as a part of a big dictionary project.

B: PROMOTION AND DEVELOPMENT OF HINDI

7.10. The Central Hindi Directorate (CHD), New Delhi, a subordinate office of the Ministry, set up in March, 1960, looks mainly after the development of Hindi, besides a few promotional programmes. Programmes for the propagation and promotion of

Hindi, particularly in non-Hindi-speaking states, are mostly implemented by the Ministry. Steps have also been taken for the promotion of Hindi abroad. To provide efficient teaching and training facilities, an autonomous body known as 'Kendriya Hindi Shikshana Mandal' has been set up. An outline of the programmes and activities is given in this section.

7.11. Appointment of Hindi Teachers in Non-Hindi-Speaking States: The Governments of the non-Hindi-Speaking states are given financial assistance on a 100 per cent basis for the appointment of Hindi teachers in higher primary and secondary schools in their jurisdiction. During 1970-71, employment of 1,200 additional Hindi teachers, has been authorised, raising the total number of such teachers to 6,900 involving a total allocation of Rs. 100 lakh among the various non-Hindi-speaking states during the year.

7.12 Establishment of Hindi Teachers' Training Colleges in the Non-Hindi-Speaking States: Under this scheme the Union Government provides financial assistance to the non-Hindi-speaking states on a 100 per cent basis for the establishment of Hindi teachers' training colleges. It has been decided that those colleges which were set up in the Third Plan and have completed a tenure of five years, should also continue to receive financial assistance up to the end of the Fourth Plan. 10 such colleges had been established by 1968-69. Two more new colleges—one each in Assam and Orissa were approved for assistance during 1969-70. Nearly 740 teachers received training in these colleges. During 1970-71, approval has also been given for one more college. The estimated expenditure during 1970-71 on the scheme is of the order of Rs. 8.50 lakh.

7.13. Opening of Hindi-Medium Colleges or Establishment of Hindi-Medium Sections in the Existing Colleges in Non-Hindi-Speaking States: A new scheme under the Fourth Plan with a proposed allocation of Rs. 50 lakh has been drawn up, its details have been worked out and the scheme awaits final approval. It is proposed to set up at least one Hindi-medium college or a Hindi-medium section in an existing college, in each non-Hindi-

speaking state under this scheme.

7.14. **Financial Assistance to Voluntary Hindi Organisations:**

Financial assistance is being given to voluntary Hindi organisations to help them carry on their Hindi propagation activities. During 1970-71 grants to the tune of Rs. 14 lakh were given to nearly 130 voluntary Hindi organisations.

7.15 Award of Prizes to Hindi Writers of Non-Hindi-Speaking States: Hindi writers belonging to non-Hindi-speaking states whose mother tongue is other than Hindi are awarded prizes of the value of Rs. 1000 and Rs. 500 according to first and second gradations. Eight writers were awarded first prizes and six second prizes for writing books in Hindi during 1968-69. Four first prizes and seven second prizes were awarded during 1969-70. Work on similar awards for 1970-71 was in progress.

7.16. Kendriya Hindi Shikshana Mandal, Agra: The Kendriya Hindi Shikshana Mandal, Agra, set up in 1960, runs a Central Institute at Agra which, apart from conducting training courses for Hindi teachers, conducts research into the methods of teaching Hindi. 171 trainees from various non-Hindi-speaking states have been undergoing training in *Nishnat and Parangat* courses of the Institute in its session 1970-71. Besides, a refresher course was arranged during 1970 in which 37 teachers of non-Hindi-speaking states participated. At the instance of the Ministry of Home Affairs, the Kendriya Hindi Shikshana Mandal has started an intensive course of 12 weeks' duration at Delhi for teaching Hindi to Central Government employees. The first course started on May 15, 1970 and ended on August 22, 1970. The second course started in September, 1970 and ended on December 31, 1970. Among the new schemes to be implemented by the Mandal, mention may be made of running compressed courses for giving training to Hindi-knowing trained teachers of non-Hindi speaking states and the production of linguaphone records, tapes, etc. It is also proposed to start a short-term refresher course for the existing Hindi teachers employed in the non-Hindi-speaking states. This course will consist of training for one month with a minimum of 40 teachers to be admitted in each course. At least seven such courses are proposed to be conducted during 1971-72.

7.17. Scheme of Correspondence Courses in Hindi: Correspondence courses for teaching Hindi to non-Hindi-speakers and foreigners in the country and abroad were started in March 1968, by the Central Hindi Directorate. The main object was to provide facility of learning Hindi through the medium of English to those who could not do so for want of time and resources. The scheme envisages two general courses, namely, *Hindi Pravesh* (a two-year course for beginners) and *Hindi Parichaya* (a two-year advance course equivalent to the Hindi course prescribed for matric), and three special courses, viz., *Hindi Prabodh*, *Hindi Praveen* and *Hindi Pragya*. Hindi Pravesh and Hindi Parichaya courses are open to persons above the age of 15 years whose mother tongue is not Hindi. Prabodh, Praveen and Pragma courses are restricted to the following categories of Central Government employees: (a) class I officers, (b) operational staff, (c) employees posted at places where there are no Hindi teaching centres of the Ministry of Home Affairs under the Hindi Teaching Scheme, and (d) teachers of kendriya vidyalayas. The first two-year Hindi Pravesh course was started in March 1968 with 1,008 students; its second session started in September 1969 with 1,987 students; and the third session from 1st July 1970 with 1,300 students. The first one-year Hindi Prabodh course was started on 1st January, 1969 with 747 students, while its second session was started in January-February, 1970 admitting 328 students. The first one-year Hindi Praveen was started in January-February, 1970 with an enrolment of 428 students. Hindi Pragma and Hindi Parichaya courses are proposed to be introduced from 1971.

7.18. Free Gifts of Hindi Books: Operated by the CND, free gifts of Hindi books are made to schools, colleges, public institutions and libraries in the non-Hindi-speaking states. Under the scheme 180 titles worth Rs. 84,000 were purchased in 1969-70. 20,712 copies of these titles were distributed among various institutions and libraries, etc. Out of the entries received under this scheme during 1970-71 copies of 636 Hindi books and 17 periodicals were purchased, at a total cost of Rs. 2,05,577 and distributed to selected centres in the country and abroad.

719. Hindi Information Centre: A Hindi Information Centre has been working since 1965 in the CHD to provide authentic information pertaining to various aspects of Hindi language and literature. A telephone service for prompt supply of Hindi equivalents of technical terms to the general public and government offices was also started in October, 1968. The service is gaining popularity.

720. Extension Programmes: Initiated under the Second Plan the scheme, operated by the CHD, has since been revised; it includes:

- (i) Workshops for Hindi writers of non-Hindi prose and poetry;
- (ii) Study tours of Hindi students in non-Hindi areas; and
- (iii) Lecture tours of Hindi scholars from Hindi-speaking areas to non-Hindi-speaking areas and *vice versa*.

Two workshops for Hindi writers of non-Hindi-speaking areas were held at Bangalore and Gauhati in January and February, 1971.

721. Devanagari Script Reform: Devanagari script has been standardized and modified by introducing special symbols and diacritical marks for expressing peculiar sounds of regional languages for which no symbols exist in Devanagari.

722. Hindi Encyclopaedia: The Twelfth Volume of the Hindi Encyclopaedia was brought out by the Nagari Pracharini Sabha, Varanasi, completing the project of preparing and publishing the 12-volume Hindi Encyclopaedia. The Ministry gave a total grant of Rs. 15.30 lakh to the Sabha for the purpose. Certain volumes of the encyclopaedia having gone out of print, a provision of Rs. 50,000 has been made in the budget for 1971-72, towards the cost of reprinting them.

723. CHD Projects on Dictionaries and Grammar: Several projects on various kinds of dictionaries and Hindi grammar,

followed and promoted by the CHD, are at various stages of completion as indicated below:

- (i) A revised edition of "A Basic Grammar of Modern Hindi", is expected to be released shortly.
- (ii) An English-Hindi Dictionary compiled by the Hindi Sahitya Sammelan, Allahabad, has been published.
- (iii) A Marathi-Hindi Dictionary compiled by the Maharashtra Rashtrabhasha Sabha, Poona, is expected to be out shortly.
- (iv) A revised and enlarged edition of Hindi-English Dictionary containing 20,000 words is under preparation.
- (v) The manuscript of Hindi-Bangla Kosh compiled by Shri Govind Prasad Maiti has been purchased at a cost of Rs. 10,000 for use in the preparation of trilingual dictionaries.
- (vi) Work on a Dictionary of Hindi Usage (*Prayog Kosh*) is in the process of preparation in the CHD.
- (vii) The revision of glossaries of words common to Hindi and other Indian languages will be taken up with the help of outside experts and agencies during the coming year.
- (viii) The preparation of 4 trilingual dictionaries, namely, Hindi-Tamil-English, Hindi-Telugu-English, Hindi-Malayalam-English and Hindi-Kannada-English has been taken up with the help of academic bodies.

7.24. Bhartiya Sahitya Mala: To provide supplementary material for those appearing in various Hindi examinations and to facilitate availability of literary writings in modern Indian languages into Hindi, the CHD undertook the publication of (i) a short history of Indian literature, and (ii) a collection of short stories in each of the 15 Indian languages translated into Hindi and transliterated into amplified Devanagari script. While the

manuscript of the first project was ready for the press, that of the second was under preparation.

7.25. Preparation, Publication and Translation of Hindi Books in Collaboration with Publishers: Started in 1963 by the CUP, 125 books have so far been published under this scheme. 29 books were brought out during the year. 17,256 copies of books purchased under this scheme were distributed during the period April-December, 1970. During 1971-72, it is expected that nearly 30 books will be brought out under this scheme.

7.26. Translation of Non-Statutory Procedural Literature, Manuals, Codes, Forms, etc.: During April-December, 1970, 130 manuals and 965 forms involving 15,500 standard pages of non-statutory procedural literature were received for translation into Hindi, and Hindi translation of 10 manuals and 564 forms (1,100 st. pages) were received for vetting. Out of them, 65 manuals and 840 forms (8500 st. pages) were finalised and 12 manuals and 570 forms (1000 st. pages) were vetted and returned to the respective Ministries/departments/offices of the Government of India. The Directorate also undertook the translation of audit reports, appropriation accounts and financial accounts of the Centre and five Hindi-speaking states. In all, 31 books were received and returned duly translated. Two manuals from the Accountant General, Bihar, and 2 from Rajasthan were also translated into Hindi. 2 books containing forms pertaining to office of the Comptroller and Auditor-General of India were also translated into Hindi. In addition, reports pertaining to P. & T. (1969-70), Defence (1969-70), Delhi Development Authority (1969-70) and Appropriation Accounts pertaining to Defence (1969-70) and P. & T. (1969-70) were also returned duly translated during January-February, 1971. Hindi translation of Audit Reports (1971) and Appropriation Accounts (1969-70) was expected to be completed by the end of February, 1971.

7.27. Propagation of Hindi Abroad: A detailed scheme for the propagation of Hindi abroad was approved in 1970-71. The main features of the scheme include supply of Hindi books

to countries like Nepal, Carribean Islands, etc., through our missions in those countries; maintenance of Hindi lecturers in such countries to undertake propagation and promotion of Hindi and to look after Hindi schools and Hindi teaching; promotion of Hindi teaching through professors of Indian studies maintained by the Indian Council for Cultural Relations in countries like Yugoslavia, Iran, Australia, Rumania, West Indies and Ceylon; scholarships to foreigners to learn Hindi in India; and facilitating visits of foreign Hindi scholars and writers to this country. Hindi lecturers in the Carribean Islands, namely, Surinam, Guyana and Trinidad, formerly appointed by the ICCR continued during the year. Theirs was a commendable performance. Working in collaboration with the Hindi Education Board of Trinidad and Tobago, the lecturer in Trinidad looks after 30 Hindi schools and teaches Hindi to students of advance course. The lecturer in Surinam was able to introduce Hindi in more than 90 schools out of which 54 work as Hindi teaching and examining centres, according to the syllabus of the Rashtra Bhasha Prachar Samiti, Wardha. With his efforts, a Hindi printing press has also been started. In Guyana, arrangements for teaching Hindi have been introduced in almost all the schools of the territory. During the year, Hindi books were purchased for supplying to Hindi libraries in Guyana, Surinam, Trinidad, Fiji, Thailand, Ceylon, Malaysia, Kenya, etc.

C. PROMOTION OF OTHER MODERN INDIAN LANGUAGES AND ENGLISH

7.28. Assistance to Voluntary Organisations for the Promotion of Indian Languages: The scheme provides grants to voluntary organisations for bringing out publications like encyclopaedia, bilingual dictionaries, books of knowledge, catalogues of manuscripts, books of cultural, literary, Indological, linguistic and scientific interest, for holding literacy conferences, seminars, exhibitions and for teaching Indian languages in the regions where they are not the regional or official languages. Grants are given covering proportions of costs varying from item to item, but no item-wise annual target is fixed for a particular year. Requests are processed and grants sanctioned during the course

of the year as and when they are received. Grants are generally of a non-recurring nature. However, an over-all financial provision of Rs. 5.00 lakh per annum has been ear-marked for the scheme as a whole. In 1969-70, grants amounting to Rs. 4.08 lakh were sanctioned to various organisations for purposes like publication of suitable books, purchase of books including remuneration to experts, teaching of languages, conferences and conventions, dictionaries and encyclopaedia. During 1970-71, grants sanctioned under the scheme were of the order of Rs. 3,02,000.

7.29. The Central Institute of Indian Languages, Mysore (CIIL): The Institute was established in July, 1969 with a view to assisting and co-ordinating the development of Indian languages, to bring about their essential unity through scientific study and inter-linguistic research and to promote the mutual enrichment of the languages and thus contribute towards the emotional integration of the people of India. The functions of the Institute, among others, comprise co-ordinating the work of various institutes, organisations, bodies, etc., engaged in language development and linguistics, in the country; serving as a clearing house of information on Indian languages; promoting the development of the former languages and those of scheduled tribes, Sindhi and Urdu; formulating and executing important co-operative projects to highlight the inherent unity among the Indian languages; developing methods, material and aids for teaching Indian languages and conducting language courses; and developing suitable translation techniques and conducting courses for translators. Among the activities undertaken during the period, the following deserve mention:

- (a) *Publication of the Bulletin:* To highlight the activities of the Institute and to disseminate information on various matters concerning linguistic research and language planning, the Institute began publication of the bulletin "VARTAVAHA" in December, 1969. With this bulletin, the Institute has been able to establish contacts with various national and international agencies in the fields of language study and linguistics.

- (b) *Conference on Dictionary-making*: The Institute took the initiative in convening a Conference on Dictionary-making in Indian Languages. This conference, the first of its kind in India, was held in Mysore on March 25-28, 1970 and was attended by well-known lexicographers and scholars from all over India.
- (c) *Summer School of Linguistics*: The Institute, in collaboration with the University of Mysore and the Linguistic Society of India, organised the Summer School of Linguistics in Mysore. The main advantage consisted in providing training to the staff of the Institute and the Regional Centres, particularly covering courses in language teaching useful for the language teachers and field methods and tone languages, useful for the study of tribal and border languages. On this occasion, a seminar on 'India as a Linguistic Area' dealing with the regional universals of Indian languages, was conducted. Eight papers were presented by the Institute staff and these are being published in the Souvenir Volume of the Summer School.
- (d) *Project on the Study Skills for College Entrants in Kannada*: To help students opting for instruction in regional languages, a project entitled 'Developmental Project in Study Skills for College Entrants with respect to Kannada' was taken up, based on the assumption that there is a gap between the language achievement at the end of the school stage and the language competence required at the college stage. It is proposed to bridge this gap by a special intensive skill-oriented course of approximately 100 hours' duration designed to improve language competence. The work on this project is nearing completion. About 900 students from the three universities in Mysore took a pre-test prior to the administration of the bridge course in various

colleges to approximately 300 students. A post-test will be given to all the 900 students at the end of the course. The results will be analysed for improving the course. On the completion of the Kannada bridge course, it is proposed to take up a similar project in another Indian language.

- (e) *Establishment of Field Stations:* An important programme is to survey and make a linguistic study of the border and tribal languages of India. Accordingly, a three-man team was deputed to survey the areas of Assam, Manipur, Tripura, Nagaland and Meghalaya. Based on the reports of this survey team, the first batch of six scholars was deputed to the eastern sector to study the languages of Meithai (Manipuri), Triburi, Ao, Angami and Thadou. In addition, a socio-linguistic survey of Nagaland with special reference to the problem of inter-tribal communication is being conducted.

In Ladakh, a four-man preliminary survey team conducted a similar survey. It has been decided to take up the languages of Ladakhi, Shina, Doshkhat and Balti for detailed linguistic analysis. A team of scholars will be sent in July, 1971 when weather conditions are favourable.

- (f) *Project on Bilingualism:* The project on bilingualism was taken up in August, 1970 to study the various varieties of Hindi spoken and/or written by non-native speakers of Hindi (Kannada, Telugu, Tamil and Malayalam speakers to begin with) and thus to test the hypothesis of the existence of a Pan-Indian Hindi, different from standard Hindi. This will help understand the magnitude of linguistic and extra-linguistic factors such as cultural patterns and social settings and will enable the Institute to prepare pan-Indian basic Hindi texts, vocabulary and grammar.
- (g) *Nepali-Hindi, Hindi-Nepali, Nepali-Bengali, Bengali-Nepali Dictionary Project:* Preliminary and ex-

ploratory steps to undertake this project, in collaboration with the Government of Nepal have already been taken. Efforts are afoot to get scholars to work on the project sponsored by the Tribhuvan University and the Education Ministry of Nepal.

- (h) *Development of Language and Linguistics Study and Research*: During the year two meetings were held, one at New Delhi on July 13, 1970 and the other at Mysore on July 20, 1970. Problems on the development of linguistic studies in India were discussed. The representatives of the American Association for Asian Studies discussed the best possible manner in which American universities could collaborate with Indian universities and institutions interested in the study of languages and linguistics. The meetings were attended by representatives of the Departments of Linguistics and of various government agencies such as the Anthropological Survey of India, etc. A number of suggestions for the improvement of linguistic study and research in India were put forward at these meetings.
- (i) *Other Projects*: Among the other projects, either already completed or to be taken up shortly, mention may be made of (a) a Psycholinguistic unit to start some fundamental base-line work in relations to language development, language teaching and language evaluation techniques; (b) a Folklore Research Unit to co-ordinate and implement the research work done in India on the cultural aspects of language phenomenon; (c) a Reading Project to develop more efficient reading skills in the country; (d) a Conference on Mother-tongue Teaching to discuss various problems connected with the teaching of mother tongue at different stages of education, to suggest ways and means of improving mother-tongue teaching and to suggest suitable research projects to be undertaken on a priority basis; (e) a

Conference of Directors and Heads of Tribal Research Bureaux and Institutes to co-ordinate the activities of all independent and government-sponsored agencies working in this field and to organise a more systematic and scientific study of tribal languages with a view to producing textbooks and reading materials in tribal languages.

7.30. Regional Language Centres: Under the administrative control of the Govt. Mysore, the four Regional Language Centres at Mysore, Bhubaneswar, Poona and Patiala were established during the year to provide intensive training in Indian languages for a period of ten months to secondary teachers deputed by State Governments. Set up with the main objective of providing incentive to all states, including Hindi-speaking ones, to implement the 3-language formula on an even basis, the centres constitute a significant development in Indian education inasmuch as they are designed to introduce the concept of 2-language teachers in all schools. The languages taught at each of these centres are:

- (1) *Mysore Centre:* Kannada, Tamil, Telugu and Malayalam
- (2) *Bhubaneswar Centre:* Bengali, Oriya and Assamese
- (3) *Poona Centre:* Marathi, Sindhi and Gujarati
- (4) *Patiala Centre:* Punjabi, Urdu and Kashmiri

The number of teacher-trainees deputed by the States is: (i) Andhra Pradesh 1; (ii) Chandigarh (Admin.) 3; (iii) Haryana 32; (iv) Kerala 13; (v) Maharashtra 7; (vi) Mysore 3; (vii) Orissa 12; (viii) Rajasthan 17; and (ix) Uttar Pradesh 2. Their language-wise distribution is as under:

- (1) *Mysore Centre:* Kannada 8; Malayalam 10; Tamil 10; Telugu 36.
- (2) *Bhubaneswar Centre:* Assamese 6; Bengali 15; Oriya 1.

(3) *Poona Centre*: Marathi 3.

(4) *Patiala Centre*: Urdu 1.

It would appear that the response, in the first year of their functioning, from the states has been rather poor. This is in spite of the fact that the Government of India bear the entire salary of the teachers deputed to the centres by the states during their training period. To remedy the situation, a conference of D.P.I.'s/D.E.'s of all State/Union territories was held by the CIL at Mysore on February, 1-2, 1971. It is hoped that the situation will improve considerably from the next session. Besides following the training programmes, each of the centres has produced during the year quite a few teaching materials like phonetic readers, recall vocabularies, bi-lingual common vocabularies, courses and course lessons in the languages concerned. During 1971-72 it is proposed to complete the first drafts of basic, intermediate and advanced-level courses in most of the major Indian languages. In addition, the Regional Centres will take up the work of (i) revision of basic teaching materials prepared during the previous year; (ii) preparation of laboratory lessons for basic, intermediate and advanced courses; and (iii) preparation of teaching materials to be used by the teacher-trainees when they start teaching the language in their schools.

7.31. **Central Institute of English, Hyderabad**: The Institute, an autonomous body managed by a governing board of 14 members, set up by the Union Ministry of Education in 1958, completed its 11 years of useful service in the cause of education in the country during the year. The Institute has been making every effort to improve the standards of teaching English in the country, both through organisation of research in this field and specialised training of teachers in modern scientific methods of language teaching based on linguistic research and experiment in the classroom. It has given this specialised training to about 1300 teachers and teacher-trainers from all over India; it has carried out some significant research in applied linguistics and published its findings through its research bulletins and

monographs; it has produced teaching materials for schools and colleges, and organised radio lessons in English for secondary schools; it has encouraged the establishment of State and Regional English Language Teaching Institutes and provided them assistance for their development; it has, through its extension services, helped institutions all over the country in the organisation of special courses and research and training programmes. It has thus been making a pioneering effort for the needed reform in the field of English teaching and now it has succeeded in convincing university departments of English which are the major source for English teachers, of the need for changes in their syllabuses and methods of teaching. An outline of its significant activities during the year is given below:

- (a) *Academic Programme*: Three postgraduate courses are offered by the Institute, viz., (i) postgraduate certificate in the teaching of English (July to October); (ii) postgraduate diploma in the teaching of English (July to March); and (iii) postgraduate diploma in English studies (July to March). The total number of places available for these courses is 60. Teachers in service are paid a stipend of Rs. 150 p.m. by the Institute. A few non-stipendiary are also admitted and merit scholarships of the value of Rs. 150 p.m. are available for five deserving participants. The UGC has decided to award six fellowships of Rs. 300 p.m. to the 'outstanding' participants of the UGC Summer Institutes in English Language, 1969 and 1970, to enable them to join the diploma course at the CIE. Twelve teachers have been selected for the award of UGC fellowship this year. The Institute organised a four-week intensive course in linguistics and phonetics for university and college teachers in June 1970. 37 lecturers from universities and colleges from all over India attended it, besides 8 teachers from English-medium schools and teacher training institutions.

- (b) *Research Projects and Research Diploma Course:* The Institute runs a one-year research diploma course for advanced training and research in English language and English language teaching. Eight research fellowships of Rs. 500 p.m. are awarded every year. Research at the Institute is carried on by members of the staff and the research fellows. Among the important projects carried out, mention may be made of: (i) a preparatory general English course for colleges: physical sciences/social sciences; (ii) the phonology of general Indian English; (iii) the bilingual method; (iv) contrastive linguistic studies: Hindi-English (phonology and grammar), Telugu-English (grammar), Tamil-English (phonology), Kannada-English (grammar), and Punjabi-English (grammar); (v) a course in pronunciation for use in the language laboratory; and (vi) syllabus reform at different levels.
- (c) *Materials Production:* The Department of Materials Production has been engaged in the preparation of two series of textbooks—General Series for Classes VI to XI and Special Series for Classes III to XI. During the first phase of the programme that ended by April 1969, 13 books were finalised for the press and sent to the NCERT for publication. At the instance of the NCERT, a special two-year project for the preparation of programmed materials in English for Tamil and Hindi speakers was undertaken on October 10, 1969 and has been in progress.
- (d) *Extension Services:* The Extension Services Department, besides continuing its follow-up activities, helps in the organisation of seminars and conferences. Four seminars/conferences were held in February, 1970. To mark the completion of ten years of its existence the Institute held its Decennial

Celebrations from 6th February, 1970. A souvenir giving detailed information about the work of the Institute and the development during the last eleven years was issued on this occasion.

- (e) *Course in English for Foreign Students:* At the request of the Ministry of Education & Youth Services and the Ministry of External Affairs, the Institute organised a four-month intensive preparatory course in English Language (March 70 to June 70) for foreign students coming to India under the scheme of General Cultural Scholarships or as self-supporting students, to join various courses of study at universities and technological institutes in India. 62 foreign students from Arghanistan, Cambodia Jordan, Kuwait, Syria and Iran were admitted to this course.
- (f) *Bureau of Tests and Examinations in English:* The Bureau analysed question papers received from various universities and boards of secondary education. A classified bibliography of tests and examinations in English compiled last year was made up to date and made available to other institutions.
- (g) *Radio Unit:* The Radio Unit continued its weekly radio lessons for classes VIII, IX and X which were broadcast from the AIR Station, Hyderabad. During the year the Unit Broadcast 81 lessons (29 for class VIII, 25 for class IX and 27 for class X.)

D: PROMOTION OF SANSKRIT

7.32 **Kendriya Sanskrit Parishad:** The Kendriya Sanskrit Parishad was set up in December, 1969, in place of the earlier Central Sanskrit Board to give a broader base to the advisory body in the field of Sanskrit at the central level. The first meeting of the Kendriya Sanskrit Parishad was held on May 5, 1970.

7.33. Rashtriya Sanskrit Sansthan: In pursuance of the recommendations of the Kendriya Sanskrit Parishad and with the approval of the Cabinet, an autonomous organisation known as Rashtriya Sanskrit Sansthan has been set up with effect from October 15, 1970. The Sansthan will serve as a central administrative machinery for (1) The Kendriya Sanskrit Vidya-peetha, Tirupati, (2) Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, Delhi, (3) Shri Ranabir Kendriya Sanskrit Vidyapeetha, Jammu, (4) Shri Sadashiv Kendriya Sanskrit Vidyapeetha, Puri, and (5) Ganganath Jha Kendriya Sanskrit Vidyapeetha (formerly Ganganatha Jha Research Institute), Allahabad and other central Sanskrit institutes that may be set up in future.

7.34. Financial Assistance: In pursuance of the recommendations of the Sanskrit Commission, Central Sanskrit Board and Kendriya Sanskrit Parishad, a number of schemes for the promotion of Sanskrit are implemented by the Ministry. These, among others, include financial assistance to voluntary Sanskrit organisations, gurukulas and Sanskrit journals, etc. Grants are released to State Governments/Union Administrations for financial assistance to Sanskrit pandits, modernisation of Sanskrit pathashuklas, facilities for teaching Sanskrit in secondary schools and for the promotion of Sanskrit. During 1970-71, grants given to voluntary Sanskrit organisations for these purposes amounted to Rs. 18.42 lakh and those to State Governments/Union Administrations to Rs. 12.62 lakh.

7.35. Sanskrit Literature: This includes assistance for the re-printing of important out-of-print Sanskrit classes and preparation of Shastriks and bilingual dictionaries and purchase and distribution of books bearing on Sanskrit language and literature among educational institutions. Grants for Sanskrit journals are designed to bring about the needed improvement in their form, content and quality. Twenty Sanskrit publications were brought out during the period by individuals and organisations with the financial assistance provided by the Ministry and over 7,000 copies of Sanskrit books were purchased for distribution. A total sum of Rs. 2.37 lakh was spent during the year for the purpose. Over 30 Sanskrit journals were assisted during the year.

7.36. Sanskrit Dictionary: The Deccan College Postgraduate and Research Institute, Poona, continued to make progress on the project of compiling the Sanskrit-English Dictionary based on historical principles for which financial assistance was given by the Ministry. According to the recommendations of the Review Committee, the first two stages of the project, namely, extraction of vocables and the completion of the scriptorium would be completed by September, 1971. The preparation of the press copy is scheduled for completion by September, 1976. An amount of Rs. 3.35 lakh was made available for the project during the year, raising the total amount so far sanctioned to about Rs. 25 lakh.

7.37. Scholarships: The Ministry provides research scholarships to the students of traditional Sanskrit pathshalas. 112 scholars continued to receive scholarships during the year. About 3,000 merit scholarships are also awarded to students studying Sanskrit in higher secondary schools. 24 new scholarships for Shastri/Acharya, 15 for Ph. D. in Sanskrit and 82 for students taking Sanskrit at B.A./M.A. levels were also instituted during the year. The cost of all these scholarships now comes to over Rs. 7 lakh including those of merit scholarships at higher secondary level under the centrally sponsored scheme.

7.38. Vedic Convention: A Vedic Convention was held at Poona on December 28-29, 1970. About 75 Vedic scholars from all over the country participated in it.

7.39. All India Sanskrit Elocution Contest: The Ninth All-India Sanskrit Elocution Contest for students of Sanskrit institutions was held during the year at Poona and three prizes in each of the subjects of contest were awarded to successful winners. The Minister of State in the Ministry of Education and Youth Services presided over the contest.

7.40. International Sanskrit Conference: It is proposed to hold an International Sanskrit Conference at New Delhi in December 1971. A resolution to this effect was moved by the Indian delegation led by Prof. V. K. R. V. Rao, the then Union

Minister of Education and Youth Services, and was accepted by the Central Conference of the Unesco held in Paris in October-November, 1970.

E: FINANCIAL ALLOCATIONS

7.41. The financial allocations for the various important programmes described in this chapter for 1970-71 and 1971-72 are as given below:

(Rs. in 000's)

S.No.	Item	Provision for 1970-71		Budget Estimates 1971-72
		Original	Revised	
1	2	3	4	5
1.	Appointment of Hindi Teachers in Non-Hindi Speaking States	10,000	10,000	10,000
2.	Hindi Teachers Training Colleges	1,000	850	1,200
3.	Opening of Hindi-Medium Colleges or Hindi-Medium Sections in Existing Colleges in Non-Hindi-speaking States	500	500	500
4.	Financial Assistance to Voluntary Hindi Organisations	1,400	1,400	1,400
5.	Awards and Prizes to Hindi Writers from Non-Hindi-speaking States	25	25	50
6.	Kendriya Hindi Shikshana Mandal, Agra	1,214	1,132	1,558
7.	Correspondence Courses in Hindi	300	300	300
8.	Schemes of the Central Hindi Directorate	650	650	850
9.	Hindi Encyclopaedia	50	35	50
10.	Propagation of Hindi Abroad	250	250	400
11.	Assistance to Voluntary Organisations for the Promotion of Other Indian Languages	450	450	450

1	2	3	4	5
12.	Development of Hindi and Other State Languages Bhartiya Bhasha Sansthan	500	483	1,060
13.	Appointment of Non-Hindi Language Teachers in Hindi-Speaking States —Establishment of 4 Regional Language Centres	1,000	700	1,332
14.	Central Institute of English, Hyderabad	1,026	1,331	1,512
15.	Kendriya Sanskrit Vidyapeetha, Tirupati	570	..	..
16.	Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, Delhi	1,030	..	..
17.	Rashtriya Sanskrit Sansthan (including Kendriya Sanskrit Vidyapeetha, Tirupati and Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, Delhi) . . . . .	..	1,080	2,463
18.	Financial Assistance to Sanskrit Organisations and Gurukulas	1,800	1,800	1,575
19.	Sanskrit Literature including Rare Manuscripts.	450	450	470
20.	Sanskrit Dictionary	175	335	280
21.	Scholarships to the Products of Traditional Sanskrit Pathshalas	175	214	270
22.	Post-matric and Shastri and Acharya Scholarships	150	100	270
23.	Centrally sponsored scheme (a) Financial Assistance to Sanskrit Pandits, (b) Secondary School Scholarships, (c) Modernisation of Sanskrit Pathshalas, (d) Facilities for Sanskrit Teaching in Secondary Schools, and (e) Promotion of Sanskrit	1,000	1,200	1,400
24.	All-India Sanskrit Elocution Contest	20	35	35
25.	Regional Offices, Seminars and Exhibitions	75	25	25

CHAPTER VIII

BOOK PROMOTION

8.01. Following the two resolutions, mentioned in the earlier chapter, namely, the 1968 Parliament Resolution on Indian Languages and the Government of India Resolution on the National Policy on Education (1968), large-scale programmes of book development and book promotion at every level of education and for a varied category of readers have been taken up by way particularly of translating the resolutions into practice. Mention about school textbooks and literature for children has been made in the chapter on school education. The present chapter deals with all other programmes including those relating to the massive production of university-level books in Hindi and other Indian languages and English, so badly needed in higher education in our present context of development and in accordance with the national decision to progressively adopt Indian languages as media of education at this stage also. To disseminate information about the programmes undertaken in this behalf, two pamphlets, namely, 'University-Level Books in Indian Languages: Progress of Production Programmes' and 'Milestones in Book Promotion' were brought out by the Ministry respectively in January and February, 1971.

A: UNIVERSITY-LEVEL BOOKS IN INDIAN LANGUAGES

8.02. **Production of University-Level Books in Indian Languages:** Initiated in 1968-69, the scheme envisages a central grant up to Rs. 1 crore spread over a period of six years to all states except the union territories and the states of Jammu and Kashmir and Nagaland for production of books in regional languages at the first degree level to facilitate the early adoption of regional languages as media of instruction in as many disciplines as possible. The original pattern of assistance was

on a matching basis with the State Government concerned sharing 25 per cent of the expenditure. From 1969-70, the Central grant was changed to 100 per cent. For the implementation of the programme, a set of guidelines was formulated by the Ministry and sent to the states. While grants are provided to the State Governments for implementing the production programmes, special bodies, either autonomous or departmental, have been set up in all the 15 states. The scheme provides for the translation and writing of books, adaptation and adoption of terminology and the training and reorientation of teachers. The guidelines also provide that a revolving fund should be constituted by each of the State Governments from the sale proceeds of the books which should be sold on a no-profit-no-loss basis or at a marginal profit only.

8.03. For the successful implementation of such an extensive programme, co-ordination is of basic importance. While a special co-ordination machinery has been set up for the programmes of the five Hindi-speaking states (an account of which is given later), to review the working of the programmes in other states, Zonal Conferences of Education Ministers and Vice-Chancellors of participating States are organized. During the year, two such conferences, one for the eastern and the other for the western zone, were respectively held on August 8 and September 21, 1970 at Calcutta and Bombay under the chairmanship of the Union Education Minister. Further, a national level Co-ordination Committee has been set up comprising the Union Education Minister as chairman, and Member (Education) of Planning Commission, Chairman of the UCC and the Director-General of the CSIR as members.

8.04. Grants so far released to the State Governments, under the scheme are:

1968-69:	Rs. 33,47,828.
1969-70:	Rs. 59,84,000.
1970-71:	Rs. 71,00,000.

8.05. Under the scheme 3,191 titles have been taken up, comprising 1,418 for translation and 1,773 for original writing in the major Indian languages including Hindi. Out of them, 272 titles have been brought out so far. The progress of book production programmes, as per information available, is as below:

S. No.	Language, State and Board	Titles Taken Up			Titles Brought Out		Total
		Original	Translation	Total	Original	Translation	
1	2	3	4	5	6	7	8

A : NON-HINDI STATES

1.	<i>Assamese:</i> Assam: State Coordination Committee for Book Production	15	126	141	..	..	..
2.	<i>Bengali:</i> West Bengal: State Foundation for Textbook Production	11	1	12	..	..	..
3.	<i>Gujarati:</i> Gujarat: Gujarat State University Textbooks Board	346	26	371	8	5	13
4.	<i>Kannada:</i> Mysore: Textbooks Directorate of Mysore	67	63	130	28	5	33
5.	<i>Malayalam:</i> Kerala: Kerala State University Textbook Board	13	27	40	13	4	17
6.	<i>Marathi:</i> Maharashtra: Maharashtra University Book Production Board (Textbooks in 32 subjects taken up ; information on the number of titles not available yet.)						

	2	3	4	5	6	7	8
7. <i>Oriya</i> : Orissa: State Bureau of Textbooks Preparation and Production . . . . .	..	..	..	..	..	..	..
8. <i>Punjabi</i> : Punjab: (a) Punjab University Text books Board	..	107	107	..	..	..	..
(b) Punjabi University, Patiala	107	120	227	15	8	23	
9. <i>Tamil</i> : Tamilnadu: Bureau of Tamil Publications	96	43	139	74	20	94	
10. <i>Telugu</i> : Andhra Pradesh: Telugu Akademy	261	68	329	56	..	56	
TOTAL	916	580	1496	194	42	236	

B. HINDI STATES

11. Madhya Pradesh Hindi Granth Akademi	360	193	553	18	2	20	
12. <i>Haryana</i> Hindi Granth Akademi	28	49	77	..	..	..
13. <i>Bihar</i> Hindi Granth Akademi	102	302	404	3			
14. <i>Rajasthan</i> Hindi Granth Akademi	260	113	373	..		1	
15. <i>Uttar Pradesh</i> Hindi Granth Akademi	107	181	288	..	9	9	
TOTAL	857	838	1695	21	15	36	
GRAND TOTAL	1773	1418	3191	215	57	27	

8.06. Coordination of University-Level Book-Production

Programmes of Hindi-Speaking States: To coordinate the programmes of five Hindi-speaking states, avoiding all possible duplication and to maximise efforts towards gaining mutually common advantage, a conference of representatives of Hindi-speaking states for production of university-level books in Hindi has been set up. Presided over by the Union Education Minister and comprising all the Education Ministers, Vice-Chancellors, etc., of the concerned states as members, the functions of the Conference are to review generally the progress of production programmes and to advise the Governments concerned on all matters. There is a Co-ordination Committee of the Conference, besides a Core Committee to look after all matters of detail including approving topics for original writing, distribution of books for translation among the states and to advise on the tasks to be carried out by the central agency, namely, the Commission for Scientific and Technical Terminology (CSTT), which also provides the secretariat of all the three bodies.

8.07. A Hindi Granth Akademi has been established as the implementing machinery in each of the five Hindi-Speaking states, viz., Bihar, U.P., M.P., Rajasthan and Haryana. Central subject panels have been constituted to give technical advice to the Hindi Granth Akademis with regard to selecting titles. The present number of panels is 62. The panels in different university subjects have prepared 3 types of lists: available Hindi books which were considered suitable for use in the universities; books which were recommended for translation; and the books which, the panels thought, should be originally written. The recommendations of the subject panels are made available to these states, requesting them to select the titles which they would like to undertake for translation/writing. After their preferences have been obtained, the Core Committee distributes the titles to the states. So far 3722 titles have been recommended by the subject panels out of which 2423 (1536 for translation and 887 for original writing) have been allotted by the Core Committee to the 5 Akademis. 86 manuscripts which were prepared under the auspices of the CSTT have also been handed over to these Akademis for publication. Care is being

taken to ensure that books are written keeping in view the syllabus of not one university but the syllabi of a number of universities. It is expected that all translated or original books published under the programme would be prescribed by almost all the universities in the Hindi region. At the time of determining the print run of the books, the concerned Akademi would consult the other Hindi Granth Akademis about the saleability of the books in others states during the course of 4-5 years. In other respects also, co-ordinated steps have been taken. For example, the Vice-Chancellors of these states have generally decided that by July, 1973, Hindi should be the medium of instruction in all universities in the states. Similarly, uniformly liberal rates of remuneration for original writing/translations uniform pricing policy and uniform commission rates to the book trade have been adopted.

8.08. The Coordination Committee has decided that the work of obtaining translation rights, production of books in medicine, agriculture and engineering and preparation of encyclopaedias and reference books, preparation of the core book at the national level, the work of looking after the Hindi Book Production Directorates at the Delhi and B.H. Universities, central sale and publicity and preparation of readings would be done by the central agency, *i.e.*, the CSST. The Committee has further decided that 2 journals each may be produced by the 5 Akademis and 5 review journals may be brought out by the central agency, *i.e.*, CSST in 15 subjects to be used by students as supplementary reading materials based on latest developments in the subject. An account of such activities of the CSST is given later in this chapter.

8.09. **Production of Urdu Books:** Urdu is an important non-state language spoken by a cross-section of the Indian people. To consider the question of producing university-level books in Urdu in line with similar programmes for other Indian languages, a conference of the Education Ministers of the concerned states, vice-chancellors and heads of Urdu departments of the concerned universities had been convened on April 23, 1969 at New Delhi. As recommended by this conference, the

Union Government set up for the purpose a central board called Tarraqui-e-Urdu Board with the Union Minister for Education and Youth Services as chairman and Prof. M. Mujeeb, Vice-Chancellor, Jamia Millia Islamia, as vice-chairman, for the production of literature in Urdu. An allocation of Rs. 1 crore was made available to the Board for its book development programmes during the Fourth Plan period. Following its first meeting held on July 31, 1969, the first task to which the Board addressed itself was to survey the existing literature in Urdu in various subjects and to prepare a bibliography of existing Urdu books. The Board also laid down the guidelines and the mechanism for selecting titles and the allotment of work to Urdu scholars for translation and original writing. It set up 25 subject panels. Besides the university-level textbooks and reference literature, the Board decided that books on popular science, children's literature, reference works, encyclopaedias and basic books for teaching Urdu should also be prepared and published. The various subject panels have so far selected 603 titles for translation/original writing. They also selected translators, authors and evaluators for 494 titles, which have been allotted by the CSIT, functioning at present as the secretariat of the Board. Out of these, 185 books are at an advanced stage of translation. So far manuscripts of 23 translations/original writings and rare books duly revised have been sent to the subject-vetters out of which ten have been finally approved; two have been printed and one book is at the last stage of printing. It has been decided that the manuscripts so prepared under the auspices of the Board may be got published in collaboration with publishers, under the scheme of preparation, translation and publication of books in collaboration with publishers (an account of which is given later). The Board had its second meeting on November 18, 1970 in which it took several decisions to accelerate the pace of production of books and other literature in Urdu, the important among which relate to the setting up of a standing committee to guide and supervise the work.

8.10. The Union Government have agreed in principle to give a grant of Rs. 4 lakh to the Anjuman-Tarraqui-e-Urdu

Hind, Aligarh, for the construction of an Urdu Ghar in Delhi on the condition that the Anjuman shall provide suitable accommodation for the offices of the Tarraqui-e-Urdu Board and for an Urdu library to be set up under the auspices of the Board.

8.11. Production of Books in Sindhi: The Union Government are also considering the question of producing educational literature in Sindhi which is also an important non-state language.

8.12. National Programme of Core Books: Besides the language-wise book-production programmes described earlier, a national programme of core books to be written by eminent Indian writers on various subject fields has been taken up at the Central level. If originally a core book is in a regional language, its English version will first be brought out by the Union Government to enable its subsequent translation in other languages. Thus the core books would be of such a standard and quality that all universities would accept them as textbooks or reference literature, and they would remain effective at least for a period of 5 to 10 years. A Core Book Committee under the chairmanship of the Union Education Minister was set up for selecting titles for translation/original writing under this programme. The responsibility for the publication of books has been entrusted to the National Book Trust. To begin with, it has been decided to bring out the translation of 11 volumes of the 'History and Culture of Indian People' published by the Bharatiya Vidya Bhavan, in Assamese, Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu and Urdu. For production of university-level medical books, it has been decided to set up a cell in the All India Institute of Medical Sciences, New Delhi. A textbook on anatomy meant for undergraduate medical students has already been taken up. It has also been decided to bring out a book on surgery in consultation with the representatives of the Association of Surgeons of India. For books in the humanities and social sciences, the UGC has been gathering suggestions from various universities. It is proposed to bring out about 500 titles under the

scheme during the Fourth Plan period. As per decision of the last meeting of the Core Book Committee, an expert committee has been set up to draw up a scheme for writing original books under the Core Book Programme by eminent Indian writers and to suggest the various types of assistance that should be offered to such writers like the grant of sabbatical leave, offer of fellowships in the Institute of Advanced Study, Simla, or under the UGC scheme or the Ministry scheme of junior fellowships for writing/translation and the proposed assistance offered by the USAID as an extension of their subsidy scheme under the joint Indo-American Textbook Programme.

8.13. Award of Fellowships for Writing/Translation: To supplement the efforts made by the State Governments and universities for production and translation of university-level books in regional languages, the Government of India have, from the current financial year, initiated a scheme to award 100 fellowships, each of the value of Rs. 500 plus an annual contingent grant of Rs. 2,000 to enable a proportion of outstanding students in sciences, humanities and social sciences after their master's degree to associate themselves with distinguished university teachers for purposes of undertaking writing of quality books at the university level. The essential purpose of the scheme, besides bringing out quality books, -monographs, translations, etc. is to develop a pool of young competent scholars actively interested in indigenous preparation of quality books in the country. The books could be written in English or any of the Indian languages. The scheme is being implemented by the UGC. The Commission will also organise suitable workshops to enable such scholars to receive some training in techniques of translation, book-writing, use of controlled vocabulary, etc., and such workshops will be organized in a few universities on a subject basis. The identification and selection of suitable guides or supervisors, his association with younger scholars/scientists, providing the younger scholar with the leisure and library facilities, to devote full-time to writing, providing critical review during the preparation of manuscripts and for

classroom testing and evaluation before final publication are the key factors of the scheme. The supervisors are proposed to be chosen by a committee of experts in each subject who would also give suggestions regarding books required urgently in each subject.

3.14. Award of Prizes to Writers of Original Books in Indian Languages including English: To promote Indian authorship, it is proposed to initiate a scheme of awarding prizes to authors of original books which can either be used as textbooks or supplementary reading material for the university students in Indian languages including English. The details of the scheme are being worked out.

8.15. Procurement of Translation Rights: This Ministry have negotiated with British Publishers' Association and American publishers to make available to the Government of India translation rights of their books. 28 US leading publishers have agreed to make the translation rights of their books available at 100 dollars per language irrespective of the size of the edition. Terms of negotiation with the British Publishers' Association envisaged a graded rate of £ 15 per language edition for the first edition of a print order of 2000 and at the rate of £10 for subsequent 1000 copies up to a total of 5000 copies. Almost all the leading British firms have agreed to release translation rights of their books subject to availability of copyright. A copyright clearance cell has been set up in the office of the CSTT, New Delhi, to procure the translation rights in respect of foreign titles on behalf of the State Governments. All the State Governments have been asked to intimate their requirements direct to the CSTT which would enter into agreement with the publishers and also make payments to them to be adjusted subsequently against the Central grants available to the states for book production. This cell has obtained copyrights for 83 USA titles and 61 UK titles. Besides, the cell has also sent contracts to US and British publishers in respect of 506 and 241 titles respectively.

B: BOOK PRODUCTION PROGRAMMES OF THE CSTT

8.16. Programmes of University-Level Books in Hindi as the Central Agency of Hindi-Speaking States: As the central agency of the Conference of the Representatives of Hindi-Speaking States for University-level Books in Hindi, it is one of the main functions of the CSTT to produce books in medicine, agriculture and engineering. Sufficient progress has been made in this behalf. In engineering 182 titles for original writing and 163 books for translation were selected. In medicine, 52 titles were selected for translation out of which 45 have already been allotted to scholars in all the States. Two books on medicine have been selected for original writing and work on them is progressing; besides, the scholars all over the country interested in writing original books in the branches of their specialisation have been approached and the response is very encouraging. In agriculture, 122 titles for original writing and 69 for translation were selected; against this, 93 authors and 63 translators have already accepted the assignments. The CSTT also looks after the Hindi Book Production Directorates of Delhi and Banaras Hindu Universities. The Hindi Book Production Directorate of Delhi University has, since its inception in July 1963, published 15 titles, in addition to 26 titles which are at present in various stages of the printing process. The Directorate at BHU, since its inception, has published 26 standard works so far, besides 36 titles at present in various stages of production.

8.17. Standard Works in Hindi and Indian Languages and Publishers Collaboration Scheme: To provide standard books in Hindi/regional languages by translating foreign books or by getting books originally written and to propagate and publicise the terminology evolved by it, the CSTT has been implementing since 1959 the scheme of standard works of university-level in Hindi and regional languages. Another scheme was originally started to prepare, translate and publish popular books in Hindi in collaboration with publishers. Later on, the scheme was also extended in the case of the preparation, trans-

tion and publication of standard works of university-level in Hindi. In view of the latest production programme of university-level books, the scheme is left for possible execution by the states. However, so far 48 books have been approved under this scheme, out of which 24 books have been published including four books published during April to December, 1970. The Hindi books published so far under the various schemes of the CSTT are as below:

Subject	Text books/ Reference Works	General Books	Total
Medical Science	5	7	12
Zoology, Botany			
Agriculture	9	3	12
Engineering & Technology	7	1	8
Chemistry	3	2	5
Physics	15	10	25
Mathematics	13	..	13
Geography	1	1	2
Economics†	14	8	22
Political Science	18	10	28
History	11	6	17
Sociology	3	5	8
Philosophy	4	7	11
Psychology, Education, Library Science	8	2	10
	111	62	17

8.18. So far 237 publications including standard works of university-level in Hindi and other Indian languages, glossaries and definitional dictionaries in Hindi and journals and non-priced publications have been published. These include 29 books in regional languages out of 140 books allotted to the various universities by the Commission.

8.19. **Individual Assignment Scheme:** Under this scheme, the books are got translated from the experts on the subjects.

Original books are also written by subject experts. So far 104 books have been got approved including six books approved during the period between April and December, 1970.

8.20. Book Exhibitions, Promotion and Sale: The Commission has undertaken a systematic regular programme of promoting and exhibiting books at university-level in general and the Commission's publications in particular, as an essential part of the work of university-level book production entrusted to it. The exhibitions are organised generally at the venues of the terminological seminars, important meetings concerned with the book production programmes and other educational conferences throughout the country. The purpose of these exhibitions is to present a subject-wise and language-wise visual survey of the existing literature at the university-level. During the year exhibitions were organised on ten such occasions in different cities of the country.

8.21. During the year the Commission was able to appoint a network of 60 selling agents for its publications throughout the country including both Hindi and non-Hindi-speaking regions. The gross sale by all cells and agencies comes to about Rs. 2,87,000. Thirty-one books published by the Commission have been prescribed for various courses of study in different universities in the Hindi-speaking states as textbooks and reference books.

8.22. Quarterly Journal: The Commission is bringing out a quarterly journal, 'Vidya'. The journal is devoted to the review of university-level literature and propagation and development of terminology for making Hindi and other Indian languages efficient media of instruction. Two issues of the magazine were brought out during the year.

C: COLLABORATION SCHEMES FOR UNIVERSITY-LEVEL BOOKS

8.23. One of the main problems facing university education in India has been the non-availability of reasonably priced

quality books in various fields both for use as textbooks and for purposes of reference. To solve this problem three programmes in collaboration with the Governments of the UK, USA and the USSR are in operation for the last few years. A detailed account of these schemes is given in the following paragraphs.

8.24. The Indo-British Programme (ELBS Series): The Indo-British Textbook Programme, popularly known as the English Language Books Society Series, was initiated in 1960. The titles are selected/approved by the Ministry with the help of experts and expert organisations, and are screened by an advisory committee in the UK. The approved titles are published in the UK, in paperback editions, at approximately one-third of the price of their original edition and are imported into India through the normal trade channels. So far over 443 books have been brought out under this programme. The programme will continue during 1971-72.

8.25. The Indo-American Programme: The Joint Indo-American Textbook Programme was initiated in 1961. A joint Indo-American Board consisting of 14 members with the Union Education Secretary as chairman was set up simultaneously to lay down the broad policy within which the United States Information Services were to operate the programme. The books published under this programme are approved by the Ministry with the help of experts and published in India with a suitable subsidy given by the USA Government out of the PL 480 American Uses Rupee Funds. The Indian reprint edition is priced at approximately 1/5th to 1/6th of the original American price. Over 1100 books have been brought out under this programme. The collaboration programme will continue during 1971-72.

8.26. The Joint Indo-Soviet Programme: A Joint Indo-Soviet Textbook Board consisting of 5 Indian and 5 Soviet members with the Union Education Secretary as Chairman was constituted in 1965 to operate the programmes of trans-

lation, adaptation and publication of standard Russian educational works in India. Soviet books are evaluated by experts/expert bodies and approved by the Ministry. They are published in the USSR and imported into India through normal trade channels. Under the existing arrangement only such of the Soviet books as have already been translated into English are submitted for the consideration of the Government of India. To widen the scope of the programme the Ministry is planning to get the Soviet books in Russian language evaluated and for this purpose a panel of Russian-knowing Indian experts in various disciplines has been drawn up. Over 150 books have been brought out under this programme.

8.27. On the recommendation of the Joint Indo-Soviet Textbook Board the Soviet Government agreed to award five scholarships during 1970-71 and ten scholarships in subsequent years for training in the methodology of translation techniques under the general scholarships programme. All the three collaboration programmes, i.e., the British, American and Russian, are financed by the respective Governments, the expenditure incurred by the Government of India being limited to the payment of honorarium of Rs. 50 per title to each evaluator.

D: NATIONAL BOOK TRUST PROGRAMME

8.28. The National Book Trust, India, was set up as an autonomous organisation by a government resolution by the Ministry of Education in 1957 with the twin objectives of producing low-priced good literature and fostering book-mindedness in the country. Before describing its activities during the year relating to its normal programme, an account of the two important, schemes recently entrusted to the Trust for execution—one in the wake of the collaboration programmes of low-priced foreign books and the other in the context of promoting national integration—is given in the subsequent paragraphs.

8.29. **University-Level English Books by Indian Authors:** To ensure that good Indian textbooks in English are not forced

out of the market by competition from subsidised foreign books, a scheme has been formulated for subsidising the publication of selected Indian works so as to make them economically competitive with the foreign textbooks and also to bring down their price to a level which the Indian students can afford. The scheme has been entrusted to the National Book Trust for operation. During the period under review the National Book Trust finalised rules for submission of the proposals and a formula for determining the quantum of subsidy for bringing down the price of books to an acceptable level. The Trust received nearly 710 enquiries and 175 proposals till March 31, 1971. Ten proposals have been finally approved by the Trust for subsidy so far. This scheme is expected to gain considerable momentum during 1971-72.

8.30. Aadam Pradan: This scheme is also being administered by the National Book Trust on behalf of the Ministry. Under this scheme up to ten of the most representative and well-known books in each language, more specially recent and contemporary works, which would enable the readers in one language to understand and appreciate the way of life, the feelings and the urges of another linguistic region of the country will be translated into every other language to provide the whole country with a set of common books which can foster emotional integration. The project will cover representative novels, short stories, anthologies of popular poetry, sketches and travelogues. So far thirty-five titles have been brought out and 18 more titles are in the press. During 1971-72, it is proposed to bring out 124 titles in various languages.

8.31. National Book Trust—Normal Activities: The following is a brief account of the normal activities of the Trust during the year:

- (a) *Publishing:* Under its normal publishing programmes, the trust aims to publish 100 books in the different well-conceived series like "India—the Land and People", 'Folklore of India' and 'Young

India Library.' During 1971-72, the number of titles is proposed to be increased to 124. Amongst the *ad hoc* titles undertaken for publication, mention might be made of 'Kachua and Khargosh' in Urdu (a children's story written for adults) by Dr. Zakir Husain. This title was released by the Trust marking the death anniversary of the late Dr. Zakir Husain.

- (b) *Fostering Book-mindedness*: Some of the concrete steps taken by the Trust in pursuance of this important objective are the organisation of book exhibitions, book fairs, arranging seminars and symposia, workshops and training course on problems connected with the writing, translation, publication and distribution of books. More important among the Trust's activities during the period under review in this field have been a series of Regional Book Exhibitions in Haryana on September 2-18, 1970 at Chandigarh, Ambala, Yamunanagar and Karnal.
- (c) *National Book Fairs*: The Trust organised the 4th National Book Fair at Madras from December 29, 1970 to January 15, 1971. Publishers from all over the country participated in it. An exhibition of 8000 outstanding books published in Indian languages including English since January, 1968 was an attractive feature of the Fair. During this fair, the second writers' camp was held on January 2-6, 1971. The Trust invited eminent writers in Tamil, Telugu, Gujarati and Urdu to participate in it. The Trust also held a two-day seminar on "Translators on Translation" on January 13-14, 1971.
- (d) *Writers' Camp*: To promote inter-regional understanding, the Trust organised the First Writers' Camp at Mysore from 30th May to 3rd June, 1970.

The Trust invited eminent writers in Kannada, Malayalam, Marathi and Sindhi to participate in it.

- (e) *Sales Promotion*: As a part of giving fillip to the sale of its publications the Trust arranges booklaunching functions from time to time. One such function was arranged on December 7, 1970 for releasing the first set of National Book Trust publications brought out in the series, 'Nehru Bal Pustakalaya.' The titles were released by the Speaker, Lok Sabha, in the Library Hall of Parliament.
- (f) *Organisation of and Participation in International Exhibitions*: (i) The Trust participated in XV USA International Book Exhibition, Detroit, Michigan, from 28th June to 2nd July, 1970, where about 300 outstanding books published in English and Indian languages were displayed. The Trust brought out on this occasion an annotated catalogue of books displayed and the publishers represented. (ii) The Trust arranged a display of 300 selected books received from various publishers and government agencies in the Indian Trade Fair at Singapore which commenced on 26th August, 1970. An annotated list of books displayed in the Fair was also brought by the Trust on the occasion. (iii) The Trust participated in the Frankfurt International Book Fair, 1970, on September 24-29, 1970. Nearly 400 representative books published in India during the recent years were displayed. An annotated catalogue of exhibits was also brought out by the Trust on this occasion for free distribution. (iv) An exhibition of 1000 representative Indian books was organised in India House, London, on October 6-12, 1970. The inaugural function was attended by a large number of im-

portant publishers, book distributors and educationists. The visitors placed orders for supply of books which were later on forwarded to the respective Indian publishers.

- (g) *Other Activities:* In collaboration with the Lenin Centenary Celebration Committee, an exhibition of books relating to 'Lenin and His Times' in Indian languages and English was arranged on April 19-28, 1970 at the Red Fort, Delhi. The Trust also organised a 3-day similar exhibition on 'Lenin and His Times' at the Lecture Hall of the Local Library Authority Building, Madras, on behalf of the Ministry. About 1000 books on and by Lenin besides many photographs were displayed at the exhibition. Mr. V. I. Lunkov, Assistant Trade Commissioner of the Soviet Union, inaugurated the exhibition. The exhibition evoked considerable interest and hundreds of people visited it.

E: NATIONAL BOOK DEVELOPMENT BOARD AND THE SCHEMES

8.32. The Fifth Meeting of the National Book Development Board was held at New Delhi on March 26, 1970. Apart from a stock-taking of the progress on the recommendations the Board made at its previous meetings, the Board considered a number of fresh items like the desirability of introducing book-publishing as part of the university courses, evolving a code of conduct between the publishers and authors, making foreign newsprint available to book publishers for the production of paperbacks, cash assistance on books printed in India for foreign publishers and also on the export of books by Indian publishers. Pending the establishment of a training institute for publishing and bookselling the Board recommended for arranging professional training courses on *ad hoc* basis. A sub-committee that was set up for this purpose has submitted its report to the Government and it is under consideration. The recommendations

of the Board for having a comprehensive survey of the needs of the Indian book industry and trade in the context of the over-all requirements of the country to suggest a coordinated policy for the promotion of book-publishing as a whole is also likely to be implemented during 1971-72.

8.33. Unesco Book-Publishing Management Training Courses: Under Unesco's Technical Assistance Regional Programme, an International Training Course on Book-Publishing Management was held at New Delhi from August 30 to September 26, 1970. The Government of India played host to the training course. Twenty-eight participants, from 11 Asian member-States, including 14 Indian participants, joined the training course. The course comprised both theoretical lessons and practical work as well as visits to various publishing and related enterprises in and around the capital.

8.34. Other Training Courses: With aid from the UNESCO the Federation of Publishers and Booksellers Associations in India organised two training courses for booksellers, one at New Delhi in August, 1970 and the other at Madras in December, 1970.

8.35. Reconstitution of the Board: The Board was constituted in 1967, to lay down guidelines for the promotion of book industry and trade in India. The Board completed its first term of three years in April, 1970 and has since been re-constituted with some additional functions.

8.36. Surveys Undertaken by the Ministry: To promote the production of useful books for the country at the university level, this Ministry has sponsored the following surveys:

- (i) Shri U. S. Mohan Rao, formerly Director, Publications Division, Ministry of Information and Broadcasting, has been entrusted with a project to prepare and submit a report after a survey of the printing and publication facilities now available in India for:

scientific and technical books and on the establishment of a science printing press in India.

- (ii) The Federation of Publishers and Booksellers Associations in India has been entrusted with carrying out a compilation of a catalogue of all available books published in India in any of the Indian languages including English which can be used as textbooks at the university level. Copies of every book will be made available by the publishers concerned to the Federation. It is proposed to set up a reference library of these books which can be used by students, professors, research workers, publishers, etc.

8.37. Import Policy for Books: On the advice of the Ministry, the office of the Chief Controller of Imports and Exports made the following provisions in the Red Book containing the import policy for 1970-71 for regulating the import of books, magazines and journals.

- (i) Importers should avoid importing foreign editions of books of which Indian reprints are available.
- (ii) Indian importers should simultaneously, when placing orders for foreign books, furnish a copy of the indent to the Book Promotion Division of the Ministry of Education and Youth Services. They should also arrange with their suppliers that the exporters' invoices will list the titles of the books, number of copies of each title supplied and prices. The exporter's copy of the invoice should be supplied by the importer to the Ministry of Education and Youth Services as soon as he receives the consignment.

8.38. Sales Promotion of Indian Books Abroad: India is one of the largest publishing countries of the world. The

annual earnings from export of Indian books abroad are around one crore of rupees. The Ministry has been vested with the specific responsibility of organisation/participation in international book fairs/exhibitions abroad at government level and to deal with proposals from private publishers for participation in such book fairs/exhibitions abroad. Besides the participation in International Book Fairs at Detroit and Frankfurt (through the National Book Trust), an officer of the Ministry was deputed to visit Singapore and participate in the Book Exhibition in Singapore arranged by the National Book Trust, as part of the Indian Trade Exhibition organised by the Ministry of Foreign Trade in September, 1970. He availed himself of this opportunity to visit Malaysia and Indonesia to survey the position about the availability of Indian books in those areas. An Indian Publishers' Mission headed by an official of the Ministry also visited a few East African countries between February 23 and March 19, 1971 to familiarise themselves with educational conditions and the book situation there and to explore the possibility of increasing cultural links with these countries. A small representative collection of Indian books was exhibited in each of the countries visited. A representative collection of books was also sent for display on the occasion of the exhibition of books arranged at the Conference of Association for Asian Studies in Washington from March 29-31, 1971.

8.39. Participation in the Mini-Congress of the International Publishers Association: The International Publishers Association, established in 1896, held a Working Conference of the Mini-Congress in London from September 30 to October 2, 1970 where important matters like international copyright were discussed. India is a member of the International Publishers Association and in view of its interest in the international copyright question and other matters considered at the Mini-Congress, the Ministry sanctioned a grant of Rs. 8634 to the Federation of Publishers and Booksellers Association in India to enable them to partly meet the expenditure of a three-member delegation of the Federation to the Mini-Congress.

F: FINANCIAL ALLOCATIONS

8.40. The provisions for the major schemes described in this chapter for 1970-71 and 1971-72 are given in the statement below:

(Rs. in 000's)

S.No.	Item	Provision for Original	1970-71 Revised	Budget Estimates for 1971-72
1	2	3	4	5
1.	Grant-in-aid to State and Union Territory Governments—Scheme for Production of Books in Regional Languages at University Level .	8,500	8,500	15,500
2.	Production of Books in Urdu (Tarraqui-e-Urdu Board) .	1,500	1,000	2,000
3.	Grants to National Book Trust for Production of Core Books .	1,500	900	1,000
4.	Grants to UGC for Award of Fellowships for Writing of Books at University Level	1,000	100	1,000
5.	Scheme for National Awards to Authors of Original Standard Work at University Level in Indian Languages . . . . .	..	..	4.85
6.	Zonal Conference of E. Ms and Vice-Chancellors in connection with the Production of University level Textbooks in Regional Languages	..	..	15
7.	Financing of Programmes of Book Production through CSIT .	2,500	1,000	2,000
8.	Collaboration Schemes for Low-priced University Level Foreign Books	125	100	1.25
9.	University-Level English Books by Indian Authors	1,000	500	1,000

1	2	3	4	5
10.	Aadan-Pradan	500	500	1,200
11.	National Book Trust	926	980	830
12.	National Book Development Board	400	249	290
13.	Participation in International Book Fairs and Book Export Promotional Activities	100	100	275
14.	Textbook Reference Library	..	..	100
15.	Holding of World Book Fair by NBT ..	..	10	450

CHAPTER IX

YOUTH SERVICES, YOUTH WELFARE, PHYSICAL EDUCATION, GAMES AND SPORTS

9.01. The Ministry continued to operate the programmes for youth services and youth welfare during the year. Taking into account the fact that the world of non-student youth, broadly covered by the age-group 18—30, numbering over 100 million, presents special problems because of their large number, and the non-availability of organised institutional facilities to enable them to get together and act as a well-knit cohesive force for their own improvement and for national development, certain programmes have also been initiated during the year mainly directed towards this huge non-student youth population. Greater attention was also given to the improvement of facilities for physical education and sports and games in the country.

A: YOUTH SERVICES AND YOUTH WELFARE

9.02. **National Service Scheme:** Originally conceived as an alternative to the compulsory National Cadet Corps programme, (NCC) the National Service Scheme (NSS) was to cover every boy student studying in the first two years of the degree course who did not join the NCC, an exemption being made only to outstanding sportsmen, for whom special facilities for coaching were to be provided under the National Sports Organisation (NSO). Both NCC and NSS were, however, to be voluntary for girls. But owing to the constraint of resources, the Ministry has been asked to implement the NSC/NSO scheme on a selective and voluntary basis, at a cost of Rs. 6.5 crore against a total outlay of Rs. 21.50 crore originally proposed in the Fourth Plan. Of this, Rs. 5 crore are meant for NSS programme and the balance

per capita cost has been estimated at Rs. 150 per year, the Central share being Rs. 100 and the State's, Rs. 50. The universities have been allowed to utilise Rs. 120 (Rs. 70 of the Centre's share and Rs. 50 being the State's share) per student per year for the promotion of the programme. The balance of Rs. 30 is to be spent by the Union Government towards grants to various schools of social work which have been attached to various universities to give orientation training to NSS teachers, develop the programme and organise all-India camps and also for grants to three designated institutes, viz., Tata Institute of Social Sciences, Bombay, Delhi School of Social Work, Delhi and I.I.T. Kharagpur, for research and evaluation, for providing necessary training facilities and for producing literature, necessary for the NSS programme.

9.03. The NSS programme was launched in September 1969 in 37 selected universities and three other institutes to cover 40,000 students. In 1970-71 the programme has been extended to all universities with a targeted coverage of 95,000 students. For the orientation of teachers, 18 schools of social work have been attached to universities to give training to NSS teachers in various aspects of the NSS programme. The schools have imparted orientation training to 650 teachers so far. The three designated institutes have held several seminars whose recommendations have already proved efficacious in the development and implementation of the programme.

9.04. A sum of Rs. 30,41,500 has been sanctioned to the State Governments of Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, J&K, Kerala, Maharashtra, Madhya Pradesh, Mysore, Orissa, Punjab, Rajasthan, Tamilnadu, UP, and West Bengal, covering the needs of 86,900 students, as the first instalment representing 50% of the Government of India's share for implementing programme during 1970-71 in the universities in these states.

9.05. Under this scheme, the following inter-university and inter-state national service camps have also been held with a view

to promoting national integration and developing interest in national service:

Location	Host University
Rishikesh . . .	Banaras Hindu University
Chandigarh. . .	Panjab University
Almora . . .	Aligarh Muslim University
Hospet . . .	Karnatak University
Tirunelveli . . .	Madurai University

A grant of Rs. 20,000 was paid for each of the above camps.

9.06. To help guide the implementation of the NSS programme, a Central Advisory Committee has been constituted. It held its first meeting on September 24, 1970 and made a few practicable important recommendations which are:

- (a) The Dean of Students' Welfare in each university should be made responsible for promoting NSS programme. Where such posts do not exist, they should be created at least in readers' scale.
- (b) The scope of NCC should be enlarged to cover the existing gap, since all the students in first two years of the degree course are not now covered under either NSS or NSO or NCC.
- (c) The vice-chancellors or principals of the universities/colleges may arrange for a short camp of four or five days' duration at the beginning of the academic year for such boys as evince interest in joining the NSS. Selections for the NSS for the year should be completed soon after the camp so that the year's compliment of NSS is in position shortly after the commencement of the academic year.

- (d) Certificates should be issued to students on the satisfactory completion of their two-year term with NSS. Recruiting agencies, including private employers, should be requested to treat service in the NSS as an additional desirable qualification for employment.
- (e) A National Badge should be designed which could incorporate the NSS emblem as well as the emblem of the university concerned.

All these recommendations have been accepted and action is being taken. During 1971-72 it is proposed to cover 1,10,000 students under the NSS programme.

9.07. National Sports Organisation: The objective of the scheme is to provide universality in the matter of sports and games and thence promote excellence among college students in selected fields of sports and games. In the scheme of National Sports Organisation, the following major programmes have been taken up:

- (i) Development of physical facilities in the universities
- (ii) Provision of coaches
- (iii) Organising coaching camps
- (iv) Award of sports talent scholarships

The first two programmes are being implemented by the UGC while the last two have been entrusted to the Inter-University Sports Board of India and Ceylon. Progress on these programmes is indicated below.

(a) *Physical Facilities:* Out of the Plan outlay of Rs. 1.5 crore for the NSO programme, a sum of Rs. 1,06,50,000 has been earmarked for the improvement of existing physical facilities and provision of additional facilities in universities/colleges. A grant of Rs. 34 lakh had been given to the UGC in 1969-70 for the purpose; a further grant of Rs. 12 lakh was released in 1970-71. The UGC approved financial assistance for a number of univer-

sities/colleges for the construction of gymnasia. In accordance with the recommendations of the Informal Consultative Committee on NSO, it has been decided to consider also the question of giving financial assistance for a number of multipurpose playing fields, each of which would have a pavilion and fields for games like hockey, football, basketball, volleyball, etc., as well as a track for the athletic events. The UGC will also consider the possibility of giving assistance for the improvement of existing swimming pools and for the construction of new swimming pools in selected areas where swimming is a common pastime. For this purpose, a standard multipurpose playing fields manual is under preparation in English by the National Institute of Sports, Patiala. It will thereafter be published in all Indian languages. Besides giving detailed instructions on the laying of playfields and specifications for built-up areas, this manual will contain the rules for different games.

(b) *Coaches*: Earlier, the UGC used to give 50% assistance towards the appointment of NIS-trained coaches. This quantum has been increased to 75% from 1969-70. Out of a total of 100 coaches envisaged in the NSO programme, the UGC has so far agreed to give financial assistance to 19 universities for the employment of 47 coaches.

(c) *Coaching Camps*: During the academic year 1969-70, the Inter-University Board has organised 14 coaching camps in cricket, hockey, volleyball, kho-kho, basketball and wrestling covering 350 participants. They have also held 5 inter-university camps in athletics, hockey, football, volleyball and wrestling covering 110 participants. They were given a grant of Rs. 4,00,760 in 1969-70 for the purpose. During 1970-71 the IUB proposed to hold 110 university-level camps in various games. It held 77 camps till March 1, 1971 and the remaining were scheduled to be over in March, 1971. A grant of Rs. 4,87,000 was sanctioned to IUB during 1970-71 for this purpose. Another grant of Rs. 30,000 was also given for strengthening its staff for implementing the NSO programme.

(d) *Sports Talent Scholarships*: The NSO programme *inter alia* provides for the award of sports talent scholarships for helping outstanding sportsmen/sportswomen in their studies as well as in maintaining their physical standards, purchase of equipment, clothing, etc. Under the scheme, 50 such scholarships of Rs. 100 each, tenable for 10 months during a year, for 2 years, will be awarded each year through the IUB. For 1970-71, a grant of Rs. 50,000 was released to the IUB who has completed selections for the 50 scholarships.

9.08. Youth Welfare Boards and Committees: The youth welfare boards and committees are designed to look after and promote the welfare activities for and among university/college students to enable them to utilise profitably their leisure hours. Under the scheme, the Centre gives assistance to universities covering 50% of their administrative expenditure incurred on the employment of a whole-time director/dean of student welfare and a small staff to assist him, besides miscellaneous contingent expenditure on certain approved items. At present about 40 universities have set up such boards/committees.

9.09. National Programme for Non-Student Youth: One of the main objectives of youth services is to provide opportunities to the large number of non-student youth for preparation and training for work and family life, enabling them to understand and assume social and civic responsibilities, developing in them a spirit of comradeship, patriotism, cultural outlook and participation in planning and implementation of the programmes of community and national development. To help formulate and implement detailed programmes for non-student youths, the Ministry has set up a National Advisory Board on Youth Services with representatives of various governmental and non-governmental agencies engaged in youth programmes. The functions of the Board, among others, are to provide necessary coordination between the various agencies engaged in the promotion of national youth programmes, accreditation of youth organisations, sponsoring youth programmes, assisting special

youth programmes by way of financial, technical and research assistance, evaluating youth programmes, assuming clearing-house functions like preparation of reports, monographs and literature on youth activities, organising seminars, symposia, workshops and committees, consideration of matters relating to important problems of youth and the promotion of special study and survey of problems relating to Indian youth. At its first meeting held in December, 1970, the Board approved the following programmes for non-student youth, within the Plan allocation of Rs. 5 crore.

(a) *Youth Boards*

- (i) Setting up of State Advisory Board on Non-Student Youth Welfare.
- (ii) Setting up of district youth boards in every district under the chairmanship of the Collector of the district.

(b) *Youth Centres*

Setting up of one district youth centre and two block youth centres in every district.

(c) *Work Centres*

The work centres to be organised in co-operation with the Ministries/Departments of Agriculture, Labour, Cottage Industries, etc.

(d) *Reception Centres*

Setting up of reception centres in big cities like Delhi, Bombay, Calcutta and Madras.

(e) Residential Facilities in Major Cities**(f) Adventure Facilities (Camping, Hiking, Cycling and Mountaineering)**

(i) Development of trekking routes as also the cycling routes, with minimum expenditure, and provision of camping facilities, etc.

(ii) Setting up of 100 small camp sites for about 50 people; 10 larger camp sites for about 1000 people; and 3 or 4 national camp sites to accommodate 2000 and more people.

(g) Youth Workers

Providing facilities for the training of youth workers.

(h) Assistance for Programmes/Activities

Providing financial assistance for various programmes which include travel subsidies for non-student rural youth parties; purchase of sports and cultural equipment for rural youth centres; assistance to voluntary youth organisations for cultural programmes in rural areas; and assistance for the holding of training programme, workshops, etc. for giving in-service training to youth leaders and officers in the State Governments engaged in youth welfare activities, etc.

9.10. Scouting and Guiding: Scouting and guiding is an international movement and is encouraged at the national level by the Government of India and by the State Governments at State level. The object of the scouting and guiding movement is to help develop the character of boys and girls and to make them good citizens inculcating in them a spirit of loyalty, patriotism and concern for others. The National Head-quarters of Bharat Scouts and Guides, New Delhi, promote the entire programme and receives grants-in-aid from the Ministry to meet

part of its organisational expenses as well as the expenditure on approved items like training camps, national and international jamborees and participation in international events, etc.

9.11. Scheme of Assistance to Voluntary Organisations in the Field of Youth Services: Assistance is given to organisations of an all-India character for activities which meet regional or national needs for the promotion of national integration. Activities like carrying out significant experimental or pilot projects, conducting research in youth work, training of personnel for youth work, conducting conferences, tours, festivals, seminars, refresher courses, workshops devoted to problems of youth welfare, organising camps and any other services conducive to the promotion of the national integration merit assistance under the scheme. The grant-in-aid from the Union Government is given up to 80 per cent of the non-recurring expenditure subject to a ceiling of Rs. 10,000 per project. Till March 15, 1971, a sum of Rs. 1,38,320 was sanctioned to 12 organisations, during 1970-71.

B: PHYSICAL EDUCATION

9.12. Lakshmibai College of Physical Education (Gwalior): During the year the college maintained a steady progress in extending improved facilities to its students. For the academic year 1970-71, 68 students (59 men and 9 women) and 14 students (11 men and 3 women) were admitted respectively to the 3-year degree course and the 2-year master's degree course in physical education. The college has now on its rolls 221 students, out of which 39 are women.

9.13. National Physical Efficiency Drive: The National Physical Efficiency Drive for 1970-71 was organised all over the country during the period between October 1970 to January, 1971. As against the actual participation of over 10 lakh in 1969-70, a participation target of 18 lakh was attempted for 1970-71. The 9th All India Competition for National Awards in Physical Efficiency was organised at the Lakshmibai College of Physical Education, Gwalior, on February 23 and 24, 1970

39 competitors from various states and union territories participated in the Competition; 15 competitors, including 6 women, won the National Awards. The 10th All India Seminar on National Physical Efficiency Drive was held at Patiala on July 20-22, 1970 to assess the progress of the Drive and to devise ways and means for its further improvement. Some of the recommendations have been accepted and implemented. The others are under examination.

9.14. Promotion of Yoga: In accordance with the policy to assist yogic institutions of an all-India character for the promotion of research and/or teacher training activities, the Kaivalyadharm Shreeman Madhva Yoga Mandira Samiti, Lonavala (Poona) and the Vishwayatan Yoga Ashram (Katra Vaishnavi Devi, J & K, and New Delhi Centres) continued to receive assistance for their recurring as well as non-recurring expenditure.

9.15. Promotion of Popular Literature on Physical Education, Games and Sports: During the year the First All-India National Prize Competition for Published Literature on Physical Education, Sports and Games was organised through the Lakshmbai College of Physical Education (Gwalior). In all 44 entries were received. As against 5 prizes sanctioned, only 2 books have been recommended by the Evaluation Committee for a cash prize of Rs. 1000 each and for the purchase, by the Government, of 250 copies each of these two books for free distribution among the physical education training institutions and similar other institutions. Besides these, 3 more books have been recommended for purchase only.

9.16. Society for the National Institutes of Physical Education and Sports: The Society for the National Institutes of Physical Education and Sports, an autonomous body set up by the Government of India, continued to function as the governing body of the two national institutes, Lakshmbai College of Physical Education and National Institute of Sports, Patiala.

9.17. National Fitness Corps: In 1965, the National Fitness Corps Programme was accepted as the only integrated programme of physical education at school stage, to replace various programmes like ACC, NDS, etc. In consonance with this decision,

the instructors in the National Fitness Corps Organisation paid out of the central exchequer were to be transferred to the states where they were working. As a part of the terms of such transfer, it was decided in 1969 that the states should be requested to create suitable vacancies in the appropriate department for the absorption of the instructors. It was also decided that the shortfall between pay and allowances fixed in the state scales of pay and the emoluments last drawn under the Union Government should be treated as personal pay and paid to the instructors for the duration of the 4th Plan period. It was also decided that the Union Government would meet in full the expenditure on salary and allowances of NDS instructors absorbed by the States for the entire Fourth Plan period. All the State Governments and Union Territory Administrations were requested to take over the NDS instructors. As a result of negotiations, the Governments of Mysore, Maharashtra, Gujarat, Punjab, Orissa and the Administrations of Delhi, Himachal Pradesh, Goa, Manipur and Tripura have formally agreed to take over the NDS instructors. Other States, except UP, Madhya Pradesh and Kerala also agreed in the course of discussions to take over the instructors; their formal communications were, however, awaited. Efforts to persuade the remaining State Governments to take over the staff, as originally agreed to in 1965, were continued.

C: SPORTS AND GAMES

9.18. **National Council of Sports and Physical Education :** Shri R. N. Mirdha resigned from the presidentship of the All-India Council of Sports on his appointment as Minister of State in the Ministry of Home Affairs. Shri J. B. Mallaradhyia, Vice-President was appointed as the Council's acting President in his place. The All India Council of Sports, however, ceased to function from November 13, 1970. During its tenure for all these years, the Council met 62 times, helping the Government with its valuable advice on policy matters, proposals for grants-in-aid from sports federations in regard to various international sports and games meets and tournaments in this country and abroad and similar other matters.

9.19. It was, nowever, felt for some time past that sports and physical education should be developed in conjunction. With this end in view, a broader advisory body called the National Council of Sports and Physical Education was formed on December 10, 1970, replacing the erstwhile All India Council of Sports and the Central Advisory Board of Physical Education and Recreation. The National Council will be under the chairmanship of the Union Education Minister and its vice-chairman will be the Minister of State in the Ministry of Education & Youth Services and will have as members, Ministers of Sports in the states and union territories, representatives of some national sports federations, sports promoters, experts in both sports and physical education, and 6 MPs. The Council will normally meet once a year and its tenure will be three years. The Council will have two standing committees and two expert committees, one each for sports and physical education to advise the Government on matters of a special and urgent nature.

9.20. **Zonal Meetings:** Zonal conferences of sports officials, sports promoters and administrators of the eastern, western and Hindi-speaking zones were held at Calcutta on August 19, 1970, at Bombay on September 22, 1970, and at Delhi on September 26, 1970 respectively under the chairmanship of Shri Bhakt Darshan, Minister of State in this Ministry. Problems faced in the development of sports and physical education in the states concerned were discussed at all these conferences.

9.21. **Grants to State Sports Councils:** An enlarged and revised scheme of financial assistance to state sports councils to enable them to construct utility stadia, to improve the existing stadia and to floodlight them to hold annual coaching camps, to purchase sports equipment and to establish rural sports centres, has been launched during the year. Financial assistance by the Centre, which is on a sharing basis, has been rendered to the extent of Rs. 3,72,133.

9.22. **Grants to Sports Federations:** During the year grants totalling to Rs. 11,31,860 up to March 10, 1971 were paid

to the national sports federations for holding annual championships, participation in international sports competition, visits of foreign teams to India, meeting the salaries of paid assistant secretaries, holding coaching camps, purchase of sports equipment and the implementation of items relating to sports under cultural agreements.

9.23. Indian Mountaineering Foundation: The Indian Mountaineering Foundation, an autonomous organisation, received grants from this Ministry and the Foundation gave assistance in kind and money for seven expeditions, out of these grants. The total amount sanctioned by the Ministry to the Foundation during 1970-71 amounted to Rs. 1,13,000.

9.24. National Institute of Sports, Patiala: This Institute, established in 1961, has so far produced 1500 coaches in different games and sports. The national coaching scheme under which direct coaching is imparted in regional coaching centres by the state sports councils, in close co-operation, and with the assistance of the N.I.S., Patiala, has been revised and expanded to make the scheme more effective. The Government of India's grant to the Institute during 1970-71 amounted to Rs. 23 lakh.

9.25. Rural Sports Centres: A scheme of establishing 2500 rural sports centres during the Fourth Plan period has been launched. Assam, Mysore, Tamilnadu, Gujarat, J. & K., NEFA and Tripura, applied for financial assistance under the scheme and a total amount of Rs. 71,260 was sanctioned till February 2, 1971. Proposals from other states were awaited.

9.26. Rural Sports Competition: The first All India Rural Sports Competition was held at Patiala in March, 1971 in certain selected games by the National Institute of Sports, Patiala and was open only to non-student rural youth. The competition was initiated at the block level and culminated at the national level. Selection of state teams were made by the states on the basis of earlier competitions. The Central Government met

the expenses on travelling and daily allowances of the national-level meet. A sum of Rs. 1,33,120 was placed at the disposal of the National Institute of Sports, Patiala for the purpose.

9.27. National Sports Centre: It has been decided to start the construction of an indoor stadium of international specifications and to provide a cycle track, at an estimated cost of about Rs. 2.50 crore in the Rajghat Sports Complex at New Delhi. This will later be developed into a full-fledged national sports centre for staging Asian and other international games in course of time.

9.28. Sports Talent Scholarships for School Students: A new scheme for the annual award of 200 scholarships at Rs. 50 per month on the basis of performance in national sports competitions and 400 scholarships at Rs. 25 per month on the basis of performance at state-level sports competitions for school students between the ages of 14 to 18 has been started this year. These scholarships are renewable every year for the duration of the awardee's study in school provided he continues to maintain proficiency in his sport and passes his annual examination. For the current financial year 200 scholarships at the national level and 398 scholarships at state level have been awarded.

9.29. India's Participation in Commonwealth Games and in VI Asian Games: India participated in the IX Commonwealth Games held at Edinburgh on July 16-25, 1970 and won five gold medals and three silver medals in wrestling, and 4 bronze medals, one each in athletics, weight-lifting and wrestling. India secured the 6th place among the 41 participating countries. India also participated in the VI Asian Games held at Bangkok on December 9-20, 1970 and won 6 gold medals, 9 silver and 10 bronze medals. It also established new Asian records in some items.

9.30. Arjuna Awards: The Vice-President gave away Arjuna Awards for 1969 to the following award-winners at a

special ceremony held at Rashtrapati Bhawan on November 24, 1970:

Athletics	Hav. Harnek Singh
Badminton	Shri Dipu Ghosh
Basketball	Hav. Hari Dutt
Cricket	Shri Bishan Singh Bedi
Football	Shri Inder Singh
Shooting	Kumari Bhuvaneshwari Kumari of Kotah
Swimming	Shri Baidyanath Nath
Squash Rackets	Shri Anil Nayar
Table Tennis	Shri Mir Kasim Ali
Wrestling	Master Chandgi Ram

D: FINANCIAL ALLOCATIONS

9.31. The financial allocations for the major programmes described in this chapter for 1970-71 and 1971-72 are indicated below:

(Rs. in 000's)

S. No.	Item	Provision for 1970-71		Budget Estimates 1971-72
		Original	Revised	
1	2	3	4	5
1.	National Service Scheme and National Sports Organisation	7,500	7,842	13,200
2.	Youth Welfare Boards and Committees	50	150	100
3.	National Programme for Non-Student Youth	3,502	3,502	12,500
4.	Scouting and Guiding	100	150	300

1	2	3	4	5
5. Assistance to Voluntary Organisations		200	100	200
6. Lakshmbai College of Physical Education (Gwalior)		1,150	1,050	1,150
7. National Physical Efficiency Drive		200	200	200
8. Promotion of Yoga		248	254	265
9. Promotion of Literature on Physical Education, Sports and Seminars on Physical Education		58	30	60
10. National Fitness Corps		19,648	21,548	22,202.7
11. Grants to State Sports Council		1,200	500	1,000
12. Grants to National Sports Federations		1,000	1,000	400
13. Indian Mountaineering Foundation		100	100	122
14. National Institute of Sports, Patiala		1,000	2,200	2,900
15. Rural Sports Centres
16. Rural Sports Competition
17. National Sports Centre, Delhi		300	600	1,500
18. Sports Talent Search Scholarship		240	480	480

CHAPTER X

CELEBRATIONS AND PROGRAMMES OF NATIONAL INTEGRATION

10.01. The most important and extensive celebration during the period was the observance of the 'International Education year (1970)' as part of the world-wide programme at UNESCO's instance to mark the beginning of the UN Second Development Decade. Besides this, the centenaries of international and national celebrities like V. I. Lenin, C. R. Das and C.F. Andrews were observed with celebrations on a country-wide scale. Following the decisions of the National Integration Council, a well-drawn up programme of promoting national cohesion has been launched by the Ministry in the educational field. The present chapter attempts to outline briefly these activities in so far as they pertain to the year 1970-71.

A: INTERNATIONAL EDUCATION YEAR 1970

10.02. The world-wide observance of 1970 as the International Education Year, in accordance with the resolution passed by the General Assembly of the UN and the General Conference of UNESCO, afforded educationists in India, as elsewhere, an opportunity to review the present position of education and to assess the requirements of the future. The main key-note of our participation in the IEY programme was: "Education in the Nineteen Seventies: the Challenges of the Future and How to Meet Them".

10.03. In planning a programme of activities to be undertaken for the observance of the International Education Year, a Central Committee under the chairmanship of Prof. V. K. R. V. Rao, Union Minister of Education & Youth Services,

was constituted. The Committee met on April 27, 1970, and draw up a broad framework of activities to be implemented at various levels, as a programme of the Year. An appeal was addressed to all State Governments, Union Territory Administrations, universities, other educational institutions, and teachers, parents and students' organisations and the interested public to participate fully in the observance of these programmes, to further strengthen the urge for educational reform and reconstruction.

10.04. Inauguration: Although the UN General Assembly had designated the calendar year 1970 as the International Education Year, India decided to inaugurate the year programme on July 18, 1970, which marked the commencement of the academic session in this country. On account of the delayed commencement of this programme in India, it has been decided to spread over India's programme of the IEY activities during the entire academic session, 1970-71. At the national level, the Year was inaugurated at a largely attended public function on July 18, 1970 at New Delhi by the President of India. On this occasion, messages were received from the Secretary-General of the United Nations and the Director General of UNESCO.

10.05. Similar inaugural functions were held all over the country. In various universities and colleges, meetings were held to mark the inauguration of the IEY. These were addressed by vice-chancellors, principals and other leading teachers and public men. In all these meetings the emphasis was to evolve suitable measures to improve education and develop concrete and intensive programmes for expanding educational facilities.

10.06. Public Discussions: The All India Radio arranged a programme of broadcasting discussions, over the air, among eminent educationists on various themes of education.

10.07. Seminars, Meetings of Experts and Celebrations: A significant item in the programme for the IEY was the organisa-
6 Edu.—11.

tion of seminars on important educational problems. The following seminars were held at the national level:

- (i) *Life-long Integrated Education*: The Asian Institute of Educational Planning and Administration, with assistance from UNESCO and the Government of India, organised a Meeting of Experts on Life-long Integrated Education on August 10—18, 1970 at New Delhi. The main purpose of the meeting was to clarify the concept of life-long education and indicate a practical course of action for achieving the goal of life-long integrated education, with special reference to developing countries.

Experts in the field of educational planning and life-long integrated education from the USA, Canada, Japan Philippines, Malaysia, India and representatives of UNESCO as well as observers from important national agencies participated in the meeting.

- (ii) *Birth Centenary of Dr. Maria Montessori and the Related All India Seminar*: The National Montessori Centenary Committee, in collaboration with the Indian National Commission for Cooperation with UNESCO arranged a function in commemoration of the birth centenary of Dr. Maria Montessori on August 31, 1970 at New Delhi. The Department of Posts and and Telegraphs issued a special commemorative stamp on this occasion. An All-India Seminar on Montessori Methods of Education with particular reference to Maria Montessori's contribution to educational thought and practice was organised at Delhi on October 5-8, 1970 by the National Montessori Centenary Committee, with financial assistance from the INC for UNESCO. On this occasion, an exhibition of the Montessori materials and equipment manufactured in India was organised. Children's works and photographs of children at work from different Montessori Houses

of Children and Montessori primary institutions in this country and certain foreign countries, were also exhibited.

- (iii) *Adult Education in the Seventies*: A National Seminar on Adult Education in the Seventies was organised at Bangalore on September 8—18, 1970 in pursuance of a resolution adopted by the National Board of Adult Education. An account of this seminar has been given later in the chapter on 'Adult Education and Libraries'.
- (iv) *75th Birthday of Acharya Vinoba Bhave*: A public function was organised on September 11, 1970, at New Delhi to celebrate the 75th Birthday of Acharya Vinoba Bhave, with special reference to his work in the field of education and in bringing together all Indian languages. The function, which was presided over by the Vice-President of India, was also addressed by the Union Minister of Education and Youth Services and the Chief Justice of India. An exhibition of Vinobaji's works was displayed at the venue of the function.
- (v) *Primary and Work-Oriented Education*: At the request of the INC for UNESCO, the National Council of Educational Research and Training organised at New Delhi, a seminar on "Primary and Work-Oriented Education" on November 9-11, 1970. On this occasion, the NCERT brought out a publication containing all the papers which were to form the basis of discussion at the seminar.
- (vi) *Tri-Centenary of John Amos Komensky (Comenius)*: The Tri-Centenary of this great Czech humanist was celebrated all over the country on November 15, 1970. The life and work of Comenius was widely covered over All India Radio and Television. The teacher-training institutes all over the country celebrated the occasion suitably.

- (vii) *Application of Modern Management Techniques to Educational Systems*: The Asian Institute of Educational Planning and Administration, New Delhi, organised a regional seminar on the theme of "Application of Modern Management Techniques to Educational Systems" on November 2-11, 1970. The seminar was attended by educational planners, administrators and experts from nine countries of the Asian region including India and by management specialists and experts from various UN agencies. The seminar recommended that a continuing and meaningful dialogue be conducted among member-States of UNESCO leading to collaboration between educational administrators and exponents of modern management techniques for identifying and evolving such principles, methods, techniques and aids as are conducive to better management of education in developing countries.
- (viii) *Educational Statistics: A Regional Training Seminar in Educational Statistics* was organised at New Delhi by the Asian Institute of Educational Planning and Administration in conjunction with UNESCO's Regional Office for Education in Asia, Bangkok, on December 7-18, 1970. Representatives from 17 countries in the Asian region participated in the seminar. A number of specialists and experts acted as resource persons for the seminar who not only contributed papers in the fields of their own specialities but also initiated discussion on important topics.
- (ix) *Seminar on Open University*: The Ministry of Education & Youth Services, in collaboration with the University Grants Commission, organised a seminar on 'Open University' at New Delhi on December 16-18, 1970, as a part of the programme of the International Education Year. It was presided over

by Dr. D. S. Kothari, Chairman, UGC. Apart from vice-chancellors of Indian universities, and other distinguished educationists numbering about 55, five experts from USA and UK also attended the seminar and contributed papers. The seminar was of the view that the time was ripe for India to venture on the experiment of an 'Open University'. This could be part of our efforts to improve academic standards, and to democratise access to higher education. The open university should be conceived of and designed as a quality institution, with the objective of making higher education available to those with the capacity for it but unable to benefit from existing facilities for higher education. The university's standards will not be tailored to suit any low-level capabilities amongst students. The concessions will be limited to entrance requirements; from then on, the requirements of performance will be exacting, and of high quality. In doing this, it would be a means of ensuring equality of educational opportunity and of implementing, in some measure, our commitment to social justice. The seminar recommended that a committee be appointed by the Government of India to examine such problems as the costs involved in instituting an open university, the stages at which different media and methods should be worked into the system, the categories of students that could be served, and even the question whether the objectives outlined could be achieved through one open university for the whole country or more than one.

- (x) *Conference on Continuing Education*: The Indian University Association for Continuing Education, in collaboration with the University of Madras, and with financial assistance from UNESCO and the INC for UNESCO, organised at Madras on December 26-30, 1970 a conference on the "Role of Continuing

Education in Universities of Asian and South Pacific Regions". About 40 vice-chancellors and educationists and representatives of universities from Asian and South Pacific regions participated in it.

- (xi) *Seminar on Technical Education: A National Seminar on "Re-orientation of Technical Education System to Industrial Development in the Second Development Decade, 1970-80"*, was held at the Indian Institute of Technology, Madras, on February 20-23, 1971, under the chairmanship of Dr. A. L. Mudaliar, formerly Vice-Chancellor, Madras University. The seminar discussed, in the main, qualitative improvement of polytechnic education, including curriculum development, preparation of instruction materials, pre-service and in-service training of teachers and laboratory development.
- (xii) *Seminar on Mass Media in Education: A national seminar on Mass Media in Education* was held at New Delhi, on March 23-25, 1971. It discussed Indian plans and programmes to use mass media, such as radio, film and T. V. for educational purposes and especially for the general education of the youth and the adult. Experts in mass media discussed the connected problems including modifications and extensions of radio, film and T.V. to give them a new direction and meaning in furthering the cause of education in this country.
- (xiii) *Unesco Regional Asian Seminar for Leaders of Youth Science Activities and General Assembly of the International Coordinating Committee for the Presentation of Science and the Development of Out-of-School Scientific Activities*: The NCERT assisted in organising the Unesco Regional Seminar for Leaders of Youth Sciences Activities and the General Assembly of the International Coordinating Committee

for the Presentation of Science and the Development of Out-of-School Scientific Activities. The UNESCO Regional Seminar for Leaders of Youth Science Activities was held at New Delhi on December 14-18, 1970 in which 14 participants from the Asian member states participated. Besides this, some observers from the International Union for Conservation of Nature and Natural Resources, British Council and NCERT also attended the seminar. Immediately at the close of the Regional Seminar, the General Assembly of the International Coordinating Committee for the Presentation of Science and the Development of Out-of-School Scientific Activities held its session on December 19-21, 1970. The General Assembly was inaugurated by the Union Minister for Education & Youth Services. Thirty delegates from various parts of the world and about 20 observers from various international organisations and the NCERT attended the session of the General Assembly. The General Assembly located some short-term and long-term programmes in the field of presentation of science and the development of out-of-school science activities. Concrete projects for the Asian, Latin American, African and the European region were also developed by regional groups. The Assembly approved the financial estimates for the ICC for the coming two years and also decided that the next meeting of the General Assembly would be held in Buenos Aires, Argentina, in 1972.

10.08. **Other Programmes:** The following programmes of the International Education Year will be observed sometime between March and July 1971.

- (1) *Seminar on Cultural Content in Education:* It is proposed to organise a seminar in April-May, 1971,

to evaluate the role of the cultural organisations like museums, art galleries, libraries, archaeological institutions, and institutions dealing with dance, drama, music, etc. The seminar, it is hoped, will help enrich the cultural content of education.

- (2) *National Seminar on Education in the Seventies*: This seminar will be held in Delhi after the recommendations of all the other seminars become available. This seminar will sum up the work done by the various seminars in different fields and assist in evolving a synthesis of ideas and thinking which will create a sound foundation for planning specific and concrete programmes for educational development in the seventies.

B: CENTENARY CELEBRATIONS

10.09. **Lenin Centenary Celebrations**: The birth centenary of V. I. Lenin fell on April 22, 1970. To celebrate the occasion in a befitting manner a Lenin Centenary Celebrations Committee was set up under the chairmanship of the Union Minister of Education & Youth Services. The Committee held its main function in Vigyan Bhavan on April 22, 1970 to pay tributes to Lenin on his birth centenary, under the presidentship of the chairman of the committee. Tributes were paid by M.P.'s, academicians, writers and poets. The Union Minister for Information & Broadcasting & Communication presented at the function albums containing the commemorative stamp to the representative of the USSR Embassy and the Chairman of the Committee. Raja Mahendra Pratap who had met Lenin in person gave recollections of his first meeting with Lenin in 1919. Besides, an exhibition on 'Lenin and His Times' was organised by the National Book Trust on April 19-28, 1970 in the Lenin Mela organised by the Indo-Soviet Cultural Society at Red Fort Grounds, Delhi, where a *Mushaira* and other cultu-

ral programmes were also held. The other programmes undertaken in this connection are as follows :

- (a) Organisation of symposia at Delhi, Bombay, Bangalore, Calcutta and Indore under arrangements made by the Sahitya Akademi.
- (b) Award of prizes to school children for an essay competition on Lenin arranged by the National Council of Educational Research and Training.
- (c) Organisation of an All-University Seminar on the comparative analysis of the political, economic and social conditions and policies in Russia in the decade after the revolution and the condition obtaining in India after independence.
- (d) Organisation of a seminar on Lenin's contribution to make culture an instrument of mass education.
- (e) Holding exhibitions of books, paintings, photographs, etc. on Lenin at Delhi, Calcutta, Bombay and Madras.
- (f) Production of a feature film on Lenin.
- (g) Publication of a comprehensive volume of the papers discussed in various seminars on Lenin.
- (h) Holding a cultural programme as a concluding function.

The expenditure on the celebration has been of the order of Rs. 2,00,000.

10.10. C. R. Das Centenary Celebrations : The birth centenary of Deshbhandu C.R. Das fell on November 5, 1970. To celebrate the occasion in a befitting manner a National Committee was set up under the chairmanship of the Prime Minister with the Union Education Minister as the convenor of the committee. As a part of the programme to celebrate C. R. Das's Centenary, it is proposed to establish one 50-bed mobile hospital

to be named as "Chittaranjan Mobile Hospital" in each of the 16 states. These mobile hospitals will not only provide curative medicine but help in the public health, personal hygiene and family planning programmes in rural areas. 20 of the 50 beds in these hospitals will be reserved for family planning cases. The hospitals will have their own X-Ray equipment and operation theatres and power will be supplied through generators. Each mobile hospital will be attached to a selected medical college in the state. The specialists and lecturers of the medical college will render service in the mobile hospital by rotation. The final-year MBBS students and interns of the medical college will render service in these hospitals as part of the National Service Scheme Programme, their expenses being met from the grant allotted for NSS activities to the university to which the medical college is attached. The Ministry of Education and Youth Services will bear the cost of the capital equipment for the hospital including vehicles estimated at Rs. 3.10 lakh and the State Governments will bear the cost of medicines and maintenance.

10.11. C. F. Andrews Centenary Celebrations: The birth centenary of Deenabandhu C. F. Andrews fell on February 12, 1971. To celebrate the occasion in a befitting manner a national committee has been set up under the chairmanship of the Union Minister of Education and Youth Services. On February 12, 1971 a special postage stamp to commemorate the Andrews birth centenary was issued by the Director-General of Posts and Telegraphs and a function was held at the St. Stephen's College Hall, Delhi, under the auspices of the Stephen's College in conjunction with the Ministry. At this function a lecture on 'C. F. Andrews and the Indian National Movement' was delivered by Prof. R. K. Das Gupta of Delhi University. It is important here to mention that Andrews was connected both with this college and with Visva-Bharati founded by Rabindranath Tagore. To help expand the collections of literature by and on Andrews in the libraries of St. Stephen's College and Visva-Bharati the UGC has sanctioned

grants of Rs. 5,000 and Rs. 10,000 respectively. The other programmes undertaken in this connection are:

- (a) Setting up two youth centres, one at Visva-Bharati and the other at New Delhi;
- (b) Publishing a biography of and a commemoration volume of C. F. Andrews;
- (c) An exhibition depicting the activities of Andrews; and
- (d) A national seminar on Andrews.

It has also been decided that the centenary celebrations will be a year-long programme from February 12, 1971 to February 12, 1972.

10.12. Sri Aurobindo Centenary Celebrations: The birth centenary of Sri Aurobindo falls on the 15th August, 1972. To celebrate the occasion in a befitting manner, a National Committee has been set up under the chairmanship of Prime Minister with the Union Minister of Tourism and Civil Aviation as the convenor. The Union Minister of Education and Youth Services is one of the vice-chairmen of the committee. The first meeting of the National Committee was held under the chairmanship of Prime Minister on October 12, 1970. Certain guidelines on the programmes to be included in the national celebrations were drawn up at this meeting and the work of planning the celebrations in detail was entrusted to a Core Committee set up under the chairmanship of the Minister of Education and Youth Services with the Minister of Tourism and Civil Aviation as Convenor.

10.13. Dr. Zakir Husain Memorial: On the recommendations of the Zakir Husain Memorial Committee, a programme has been drawn up to perpetuate the memory of late Dr. Zakir Husain, at the national level. Actions have already been initiated on the various steps proposed by the Memorial Committee. It is proposed to create an independent Dr. Zakir

Husain Memorial Trust, which will take over and maintain Delhi College. The college will be renamed after the late President and this will be situated on a new site and in a new building. The first Zakir Husain Memorial Lecture, another step recommended by the committee, has been delivered during the period by Dr. M. S. Swaminathan at Delhi University. Prof. M. Mujeeb, Vice-Chancellor, Jamia Millia, is writing a biography of the late President. The National Book Trust, India, has been entrusted with publishing a series of 24 Urdu books in memory of Dr. Zakir Husain. One book 'Kachua aur Khargosh' has already been brought out. The Jawaharlal Nehru University has decided to name its Centre of Educational Studies after Dr. Zakir Husain. It has been decided to establish a department of Islamic Studies at Jamia Millia. The Delhi-Agra National Highway is to be decorated by planting ornamental trees/flowers on either side of the road. The construction work of the Mausoleum and the adjacent Museum at the grave-site of the late President and its subsequent maintenance has been entrusted to the C.P.W.D.

C: EDUCATIONAL PROGRAMMES OF NATIONAL INTEGRATION

10.14. Setting up of National Integration Samitis in Universities and Colleges: The National Integration Sub-Committee of the National Committee for Gandhi Centenary had launched a project of setting up National Integration Samitis in various universities and public sector undertakings in connection with the celebrations of Gandhi Centenary for the purpose of promoting mutual understanding and appreciation among persons coming from different parts of India. As a part of the Gandhi Centenary Celebrations, the universities were requested to constitute national integration samitis for undertaking programmes relating to national integration, promotion of knowledge of history, culture, customs and traditions of the people of various parts of India through lectures, discussion, seminars and conferences both inside and outside universities; and arrange visits of professors and students of one university to other universities to acquire knowledge of the languages and customs of other places.

10.15. The Standing Committee of the National Integration Council at its meeting held in October, 1968 recommended the setting up of a number of committees composed of members drawn from various fields of national life to act as spearheads for a mass movement in the cause of national integration. The main purpose of these committees would be: (a) to consider with a sense of urgency, and in some detail, the contributions which specialised groups could make towards the promotion of national integration and, in particular, prevention of communal and regional tensions; and (b) to create an awareness at different levels and sectors of national life of the programmes and recommendations of the Council and of the paramount need for solidarity and fraternity. To give effect to the above recommendation, the Union Government decided to set up a Committee of Educationists and Leaders of Youth and Student Organisations with the following objectives:

- (i) To examine syllabi, curricula and textbooks with a view to emphasising values that would promote unity and mutual tolerance and excluding material that tends to promote ill-will or hatred between groups and communities on any grounds whatsoever; and
- (ii) To recommend measures for elimination from the organisations of students and teachers any narrow or communal feelings and to imbue them with a sense of national purpose and fraternal feelings.

10.16. The Committee of Educationists and Student Leaders, established on the recommendation of the National Integration Council, has since met twice, first on January 16-17, 1970 and secondly on July 8-9, 1970. It has recommended that national integration samitis set up earlier as part of Gandhi Centenary celebrations should be continued and strengthened and more samitis should be established to cover all universities and in as many colleges as possible. This Committee of Educationists and Student Leaders has also drawn up the objectives

and the guidelines for **the** functioning of these samitis. These recommendations have since been accepted by the Ministry. The aims and objectives of the National Integration Samitis are:

- (i) To foster the idea that India is one nation and that it belongs to every Indian irrespective of caste, creed and colour;
- (ii) To familiarise the students and teachers with the diverse perspectives of our composite culture and other facets of our national life;
- (iii) To undertake all such activities that would eradicate communalism in all its forms, and to take such other steps as would directly promote the cause of national integration.
- (iv) To gather and disseminate all such knowledge and information which may inspire afresh such intellectual awareness amongst students and teachers as may increasingly help them to develop rational and scientific attitudes.
- (v) To render timely service to the community in time of communal disorder and take adequate measures to restore feelings of friendship amongst all communities; and to remove the atmosphere of suspicion.
- (iv) To promote deep emotional involvement of the Indian youth in the manifold tasks of nation-building activities.

10.17. In terms of the recommendations of the Committee of Educationists and Student Leaders, membership of the national integration samitis in universities and colleges is voluntary and is open to teachers and students who believe in the objectives mentioned above and who, in particular, believe:

- (1) That India is one nation in which all Indians are equal;

- (2) That Indian culture is a composite one drawn from many streams and developed over many centuries and that therefore there could be no conflict among the different cultures that have contributed to the composite Indian culture; and
- (3) That it is utterly wrong and anti-national to say that any community or group should be Indianised. The attempt should be to make every citizen feel that he is an Indian.

10.18. The constitution of the national integration samitis has been framed on the basis of the recommendations of a Sub-Committee of the Committee of Educationists and Student Leaders and forwarded to the universities. The universities have been requested to draw up a minimum programme consistent with the objectives of the samitis. To finance the activities of these samitis, the Ministry will sanction a monthly grant of Rs. 200 per samiti. The UGC will sanction a similar grant. To disseminate information about the samitis, their activities and the programmes of national integration, a small pamphlet has recently been brought out by the Ministry. Similar pamphlets are proposed to be brought out in future also.

10.19. **Writers' Camps:** In accordance with the recommendation of the October 1968 meeting of the Standing Committee of the National Integration Council indicated earlier, in June 1969, a Committee of Eminent Writers consisting of 19 members representing various Indian languages was set up to devise some suitable literary avenues through which national harmony and oneness could be maintained and preserved. This committee recommended the holding of writers' camps, both regional and national, each with a strength of 20-30 writers, to discuss subjects like "Unity in Diversity in Life and Literature", "Humanist Traditions in Literature", "Literature to Combat Divisive Tendencies" and other common points in different regional literatures.

10.20. The first Writers' Camp was organised by the National Book Trust, India, at Mysore. It was attended by Kannada, Malayalam, Marathi and Sindhi writers, inaugurated by Prof. V. K. R. V. Rao, Union Minister of Education and Youth Services, on May 30, 1970. The 2nd Regional Camp of Writers of some of the Indian languages was held at Madras during January, 1971 as part of the programme to promote greater understanding between different languages and literature.

10.21. Furtherance of Rationality amongst Student Community: During the course of the second meeting of Educationists and Student Leaders held on July 8-9, 1970 at New Delhi, the question of promotion of rational and scientific attitude amongst the student community came to be discussed. The committee felt that science ought to be taught in a way which will promote a rational and scientific attitude and shall foster the spirit of enlightenment. It was further observed: "While mythology cannot be eliminated altogether, students should be made to distinguish between mythology and rationality." The system of education should be such as not to encourage obscurantism and superstition. For this purpose this committee recommended that the Union Education Minister might appoint a high-powered body to examine the question and evolve a feasible programme. In pursuance of this directive, a high-powered committee has since been set up which will examine the question: "How a rational and scientific attitude can be promoted amongst the student community?" The composition of the committee includes Shri B. D. Nag Chaudhuri as chairman and its members are Prof. S. V. C. Aiya, Prof. Riaz Ahmed, Prof. R. P. Bambah, Prof. A. B. Lal, Dr. Braham Parkash, Shri A. R. Desai, Prof. Satish Chandra, Shri Shivatosh Mookherjee and Dr. Goswami Girdhari Lal.

10.22. National Integration Inter-State Student-Teachers Camp: The main objective of the camps under the scheme is to provide opportunities for the exchange of visits by groups of students from one part of the country to another so that they

may learn about their cultural and historical links, discover more of their common bonds and the underlying unity in seeming diversity, and develop a sense of belonging to a single nation, and feel proud of their rich heritage. The National Council of Educational Research and Training and the Kendriya Vidyalaya Sangathan organised several camps under the scheme during the year. While the former organised 16 student-teacher camps and one teachers' camp, the latter organised 8 camps in the campuses of kendriya vidyalayas in different parts of the country. Each such camp represented a miniature India where children from all parts of the country lived together, played together, participated in common curricular or co-curricular activities and, in the case of the latter, continued with their normal studies together.

10.23. **Planning Forums:** The scheme of Planning Forums was started in 1955 by the Planning Commission with a view to creating Plan consciousness among the teachers and the students at the university/college stage, giving them opportunities of being closely associated with the process of planning and various other developmental activities. The scheme was transferred to this Ministry from 1st January, 1968. The planning forums are required to set up information centres, organise literacy classes, arrange educational trips to national projects in their own states, undertake socio-economic surveys, arrange social service camps, adopt particular areas, villages or slums and undertake development activities. The scheme is administered by the State Governments, and the Centre bears 60 per cent of the total expenditure as grants-in-aid. For the purpose of grant, planning forums have been classified into three, viz., 'A', 'B' and 'C' categories. For category 'A' the grant varies between Rs. 200 and Rs. 400 per forum. For category 'B' it is Rs. 1600 and for category 'C' the grant goes up to Rs. 10,000. There are 1081 planning forums at present functioning in the universities and colleges all over the country. Out of these there are only three planning forums, of 'C' category.

D: FINANCIAL ALLOCATIONS

10.24. The financial allocations for 1970-71 and 1971-72 for the various programmes described in this chapter are given in the table below:

(Rs. in 000's)

S. No.	Item	Provision for 1970-71		Budget Estimate for 1971-72
		Original	Revised	
1	2	3	4	5
1.	International Education Year Celebrations	200	200	1
2.	Centenary Celebrations—Grants and Direct Expenditure	1,100	4,300	700
3.	Birth Centenary Celebrations of C.F. Andrews	Nil	Nil	500
4.	Sri Aurobindo Centenary Celebrations	Nil	Nil	1,500
5.	Zakir Husain Memorial	Nil	190	1,000
6.	Guru Nanak Quin-Centenary Schemes and Programmes	2,770	398	1,000
7.	Establishment of Nanak Bhavan	1,500	1,000	500
8.	National Integration Scheme	369	369	325
9.	Planning Forums	500	150	150

CHAPTER XI

CULTURAL AFFAIRS

11.01. The various institutions set up by the Government to promote and develop cultural activities inside the country successfully continued their programmes during the year. The same was the case with the programmes, initiated earlier by the Ministry. In addition, a few new schemes have been introduced to rejuvenate the cultural fabric of the country.

A: THE NATIONAL AKADEMIS

11.02. **Sahitya Akademi:** An outline of the activities of the Sahitya Akademi, an autonomous organisation set up by the Government in March 1954, during the year is given below.

(a) *Awards:* Awards, each of the value of Rs. 5000, are given annually to the most outstanding books of literary quality in the major Indian languages. Till 1969, 163 such books have received the Akademi awards. At a special function held on March 29, 1970, Dr. S. K. Chatterji, President of the Sahitya Akademi, gave away the awards to the winners of the Sahitya Akademi Awards 1969.

The following books received the Akademi awards for 1970:

1. Assamese	<i>Mahatma Pora Rupkoncarloi</i>	Shri Lakshminath Phookan
2. Bengali	<i>Adhunikata O Rabindranath</i>	Shri Abu Sayeed Ayyub
3. Dogri	<i>Nila Ambar Kale Badal</i>	Late Narendra Khajuria
4. Gujarati	<i>Abhinavano Rasavichar</i>	Shri Nagindas Parekh
5. Hindi	<i>Nirala Ki Sahitya Sadhana</i>	Dr. Ram Vilas Sharma

6. Kannada	<i>Karnata Samskritiya Poorevaapeethike</i>	Shri S.B. Joshi
7. Kashmiri	<i>Maqalaat</i>	Shri Mohiuddin Hajini
8. Maithili	<i>Radha Virah</i>	Shri Kashikant Mishra 'Madhupa'
9. Malayalam	<i>Kaalam</i>	Shri M.T. Vasudevan Nair
10. Marathi	<i>Adarsha Bharat Sevaka</i>	Shri N. R. Phatak
11. Oriya	<i>Sarisrupa</i>	Shri Binodchandra Nayak
12. Sanskrit	<i>Shaabdatarangini</i>	Shri V. Subrahmanya Sastri
13. Sindhi	<i>Wari-A Bharyo Palaand</i>	Shri Narayan Shyam
14. Tamil	<i>Anbalippu</i>	(Late) G. Alagirisami
15. Telugu	<i>Anrutham Kurusina Rathri</i>	(Late) Balagangadhar Tilak
16. Urdu	<i>Lahoo Ke Phool</i>	Shri Hayatullah Ansari

These awards were given by Dr. Suniti Kumar Chatterji, Chairman of the Akademi at a special function held at Rabindra Bhavan on February 20, 1971.

(b) *New Fellows of the Sahitya Akademi*: The General Council of the Akademi which met at New Delhi on February 27, 1970, elected the following persons as its Fellows:

- (1) Shri Muhammad Basheer, for his eminence as a novelist in Malayalam.
- (2) Sri V. S. Khandekar, for his eminence as a novelist in Marathi.
- (3) Sri Viswanadha Satyanarayana, for his eminence as a poet in Telugu.
- (4) Sri Raghupati Sahai—'Firaq Gorakhpuri' for his eminence as a poet in Urdu.

(c) *Lenin Centenary Symposia*: At the instance of the Ministry, the Akademi organised five symposia as part of the Lenin centenary celebrations in the country. The first was held

at Indore on July 12, 1970 at which more than 30 authors and critics from Bihar, UP, Rajasthan, Madhya Pradesh and Delhi participated.

The second was an all-India symposium held at New Delhi on August 23-24, 1970. Some of the eminent poets and critics who participated in it are Hem Barua, Syed Abdul Malik, Birendra Kumar Bhattacharya (Assamese); Gopal Haldar, Niharranjan Ray, R. K. Das Gupta (Bengali); Padma Sachadeva (Dogri); Umashankar Joshi, M. M. Jhaveri (Gujarati); Amrit Rai, Prakash Chandra Gupta, Hazariprasad Dwivedi (Hindi); R. S. Mugli, Anantamurthy (Kannada); S. Guptan Nair, G. Sankara Kurup, T. S. Pillai (Malayalam); D. K. Bedekar, A. R. Deshpande, W. L. Kulkarni (Marathi); Anand Patnaik, Nareudranath Mishra (Oriya); Sant Singh Sekhon, Harbhajan Singh (Punjabi); K. B. Advani, Uttam, Tirath Basent (Sindhi); Sri. Narla Venkateswara Rao, K. Kutumba Rao (Telugu); Sajjad Zaheer, A. A. Suroor, Masud Husain Khan (Urdu).

The third symposium was held at Calcutta on August 30, 1970 at which scholars and writers belonging to Assamese, Bengali and Oriya languages participated.

On September 7, 1970 the fourth was held at Bangalore, inaugurated by Prof. V. K. R. V. Rao, Union Minister for Education and Youth Services. The next day was devoted to a discussion in which about 40 distinguished scholars and writers belonging to the four South Indian languages participated.

On September 20, the fifth and the last symposium was held at Walchand Hall, Bombay, under the chairmanship of Prof. K. R. Srinivasa Iyengar. Nearly 40 distinguished scholars and writers in Marathi, Gujarati and Sindhi participated in a day-long symposium.

(d) *Namdev Symposium*: On the occasion of the 700th Birth Anniversary of the Marathi Saint-poet, Namdev, who also wrote in Hindi and Punjabi, a symposium organised by the Sahitya Akademi was held in New Delhi.

(e) *Publications*: A list of publications brought out by the Akademi during the year is given at Annexure. Special mention may be made of 'Du Contract Social' by Rousseau translated into Bengali and 'Tarjuman-ul-Quran' Vol. IV translated into Urdu by the late Maulana Abul Kalam Azad.

11.03. **Sangeet Natak Akademi**: The significant activities during the year, of the Sangeet Natak Akademi, an autonomous body set up in January, 1953, are briefly indicated below.

(a) *Documentation*: Under its regular programme of recording classical music for the Akademi's archives, the following were recorded: (1) Nagaswaram recital by M. K. Chinnai Subbair, (2) vocal recital by Nasiruddin Gore, (3) Surabhar and Veena by B. K. Roychowdhury and Surendra Nath Banerjee, (4) vocal recital by Pran Nath, (5) vocal recital of older classical compositions of Tagore and Rai Chand Boral rendered by Noni Chand Bore, (6) vocal recital by Vinayak Rao Patavardhan, (7) vocal recital by Shakur Khan, and (8) Veena recital by Doraiswami Iyengar.

(b) *Programmes and Projects*: Important programmes arranged during the period are: (1) performance of Kathakali dance (Nala Charitam) in collaboration with International Centre for Kathakali, (2) Odissi, Kathak, Kathakali and Kandyani dance recitals for the visiting members of the French Federation of Classical and Contemporary Dances, (3) programme of Indian dance and music in honour of Mr. Lee Kan Yew, Prime Minister of Singapore, and Mrs. Lee, at Rashtrapati Bhavan on September 1, 1970 and (4) programme entitled. "The Great Sentinel" presenting songs, recitations and reading representing the role of Rabindranath Tagore in the Indian National Movement from 1875.

(c) *Rasika Music Circle*: Rasika Music Circle was organised to present specially devised disc and taped music programmes from the large collection of classical, tribal and folk music in the archives of the Akademi, for interested listeners.

(d) *Research in the Science of Music*: Preliminaries were completed to set up a laboratory for examining the musical scale and microtonal variations of selected ragas of Hindustani and Karnatak classical music and for the analysis of the tonal quality of veena and flute.

(e) *Prizes for Books on Music*: The General Council of the Akademi decided to award prizes for books on music in Indian languages to the following titles during 1970-71:

- | | | |
|----------------------|-----------------------------------|--|
| (i) <i>Bengali</i> | “Bharatiya Sangeet Kosha” | Binal K.Roy Choudhury |
| (ii) <i>Kannada</i> | “Haridasa Keerthana Sudha Sagara” | N. Chennakeshariah |
| (iii) <i>Marathi</i> | “Gharandas Gayaki” | V.H. Deshpande |
| (iv) <i>Sanskrit</i> | “Sangeetaraja” of Rana Kumbha | Edited with Introduction by Dr. Smt. Premlata Sharma |

(f) *Akademi Annual Awards and Akademi Fellows*: The General Council also decided to select the following for the Annual Akademi Awards and Akademi Fellows for 1970-71:

Music

- | | |
|-------------------------------|---------------------------------|
| 1. Shri Nisar Husain Khan | Hindustani Vocal |
| 2. Shri Masi Khan | Hindustani Instrumental (Tabla) |
| 3. Smt. M.L. Vasantha Kumari | Karnatak Vocal |
| 4. Shri V. Doraiswamy Iyengar | Karnatak Instrumental(Veena) |

Dance

- | | |
|------------------------------------|---------------------------------|
| 1. Smt. Shanta Rao | Bharatanatyam |
| 2. Shri Mankulam Vishnu Nambu Iyer | [Kathakali] |
| 3. Shri Pankaj Charan Das | Odissi (Guru) |
| 4. Smt. Mrinalini Sarabhai | Creative and Experimental Dance |

Drama

- | | |
|-----------------------------|-------------------------------------|
| 1. Shri Vijaya Tendulkar | Playwriting (Marathi) |
| 2. Shri Adi Marzban | Direction (Parsi-Gujarati) |
| 3. Smt. Sarajubala Debi | Acting (Bengali) |
| Shri Keramane Shirram Hedge | Traditional Theatre
(Yakshagana) |

Fellows

1. Dr. (Mrs.) Kapila Vatsyayan
2. Acharya C. D. Brahaspati
3. Shri Dalip Chander Vedi

11.04. **Lalit Kala Akademi:** The significant activities, during the year, of the Lalit Kala Akademi, established as an autonomous body in August, 1954, are outlined below:

(a) *Exhibitions:* Amongst the important exhibitions held in this country and abroad in which the Akademi took part, mention may be made of the following: (i) the 16th National Exhibitions of Art, '70, consisting of 1358 entries, comprising 1065 paintings, 154 graphics and 139 sculptures from 728 artists organised in January '70; (ii) exhibition of 73 paintings and drawings by K. E. Muller entitled Journey Through India at the Lalit Kala Gallery in December 1969, at Hyderabad in January, 1970, at Madras in January, 1970 and at Calcutta in February, 1970; (iii) art exhibition of Soviet Nehru Award winners, Evgeny Vuchetich (Sculptor) and Dmitry Nalbandyan (Painter) under the Indo-USSR Cultural Exchange programme at New Delhi in February, 1970, at Lucknow in February '70, and at Bombay in March, 1970; (iv) exhibition of drawings, water-colour and graphics by Anrezej Strumillo of Poland under the Indo-Polish Cultural Exchange programme at New Delhi in March, 1970, and at Ahmedabad in April 1970; (v) exhibition of drawings, photographs and sculptures and three originals by the well-known British sculptress Barbara Hepworth, at New Delhi in April-May, 1970; (vi) a collection of works of 5 pro-

minent Indian artists sent in June, 1970, to Nepal to form part of an International Exhibition organised by the Nepalese Association of Fine Arts; (vii) a travelling exhibition of paintings, sculptures and graphics at Bhubaneswar in February '70, at Patna in March 1970, at Bangalore in June '70, at Trivandrum in July '70, and at Bhopal in July '70; (viii) an exhibition of British prints by 20 well-known British artists consisting of 120 exhibits at Calcutta in August-September, 1970, and (ix) a collection of 54 exhibits from 17 Indian artists at Tokyo in November 1970.

(b) *Publications*: A list of publications brought out during the year is given at *Annexure F*. Among the publicational activities of the Akademi, mention may particularly be made of 12 large-size multi-colour prints of paintings of 2 miniatures (one from the Mewar style and the other from Kishangarh school) and works of Rabindranath Tagore, Jamini Roy, Nandalal Bose and others.

(c) *Second Triennale of Contemporary World Art*: The most significant programme has been the organisation of the second Triennale of Contemporary World Art, which was inaugurated by the President of India on January 31, 1971. 47 countries participated in this international event. The Indian section was represented by about 120 works. The exhibition was housed in Lalit Kala Galleries, Jaipur House and Sri-dharani Gallery. An International Exhibition of Art Books was also organised on the occasion. A jury consisting of 7 members under the chairmanship of Prof. N. S. Bendre was constituted. Awards were given to the following:

AWARDEES

A. Gold Medals

1. Mario Gallardo (Cuba)
2. Jerzy Panek (Poland)
3. Ishwar Sagara (India)

4. Mira Schendel (Brazil)
5. Jiro Yoshihara (Japan)
6. Yvaral (France)

B. Honourable Mention

1. Peter Nagel (Federal Republic of Germany)
2. Miroslav Sutej (Yugoslavia)

11.05. Reviewing Committee of the three National Akademis:

This Committee was set up to review the working of the three National Akademis and the ICCR, with reference to their objectives and the recommendations of the Bhaba Committee, to suggest measures for improving their working and to recommend a suitable pattern of organisation consistent with the requirements of autonomy and public accountability. Originally appointed for a period of six months, its term has been extended till August 18, 1971.

B: PROGRAMMES OF ASSISTANCE FOR CULTURAL ACTIVITIES

11.06. Shankar's International Children's Competition: The competition, which is a popular and important event, continued to receive assistance. About 15,000 children took part in the competition this year.

11.07. Building Grants to Cultural Organisations. During the year 13 institutions have been given grants under this scheme. Amongst them are Artists' Combine, Gwalior; National Music Association, Cuttack; Gandharva Mahavidyalaya, New Delhi; Kala Vikas Kendra, Cuttack; Varadachar Memorial Art Association, Bangalore; All India Fine Arts and Crafts Society, New Delhi; and Indian National Theatre, New Delhi.

11.08. Propagation of Culture Among Students: To familiarize the growing generation with the diverse facets of India's cultural heritage, a scheme has been instituted for the propagation of culture among school and college students. The scheme is being administered, as a pilot project; 5 per cent of the secondary

schools and 10 per cent of colleges will be covered during the 4th Plan. A refresher course will be provided to selected teachers from amongst chosen schools and colleges covered under the project. The schools and colleges will be supplied with kits consisting of slides, prints and photographs of monuments, paintings, sculptures, etc; tapes and discs of music, and similar other equipments.

11.09. Cultural Talent Search Scholarship Scheme: To provide promising young children with facilities to develop their talent in various forms of fine arts such as music, dance, painting, and sculpture, a scheme for the award of 125 scholarships a year has been initiated. Total outlay for the 4th Plan is Rs. 20 lakh. During the Plan period it is proposed to award such scholarships to 375 children.

11.10. Financial Assistance to Eminent Writers, Artists etc. in Indigent Circumstances: Originally introduced during 1952-53, the scheme was revised in April 1961. All grants under the scheme are given on a sharing basis; the State and Central Governments bear the expenditure in the ratio of 1:2. Expenditure on grantees from union territories is borne entirely by the Central Government.

A new scheme for the grant of maintenance allowance to the indigent artists of regional and national fame has been approved under the 4th Plan. It is proposed to give grants to about 25 persons every year under this new scheme, the Central Government, meeting full cost of the allowance.

11.11. Institutions Engaged in Literary Activities, and Special Cultural Studies: During 1970-71, a few institutions like the Institute of Traditional Cultures, Madras, Asiatic Society, Calcutta, Bharatiya Vidya Bhavan, Bombay, etc. were assisted under the scheme.

The Institute of Higher Tibetan Studies, Varanasi, started functioning in November, 1968. The main aim of the Institute

is to award degrees for Madhyama, Shastri, Acharya, etc. At present there are 230 students and 15 lecturers in this Institute, which is being financed fully by the Ministry.

The School of Buddhist Philosophy, Leh, was established in 1959 as an autonomous organisation. The entire expenditure on the School is borne by the Government of India.

The Namgyal Institute of Tibetology, Gangtok, is an institution engaged in research on Buddhist Tibetanism. The institute is being aided both by the Sikkim Darbar and the Government of India. In so far as the Government of India are concerned, a sum of Rs. 50,000 is being paid annually as a maintenance grant. During the year, two research fellowships in Tibetanism, each of the value of Rs. 400 per mensem, have been approved for this Institute.

C: MUSEUMS AND ART GALLERIES

11.12. Reorganisation and Development of Museums: Financial assistance is extended to private museums, under this scheme for minor building extensions, equipment, publication and training of museum staff. On the basis of priorities, indicated by the Central Advisory Board of Museums, proposals are invited from the private museums in the country and grants-in-aid are sanctioned. The scheme also provides for financial assistance to a few scholars, for research in museology.

11.13. Museum Camp: The Eighth All-India Museum Camp was held on 26th November-9th December 1970 at Jaipur, to discuss the subject of "Children's Section/Corner in Indian Museums". 23 museologists and museum workers from all over India attended the camp.

11.14. National Museum, New Delhi: Set up in 1959, the National Museum, New Delhi, is one of the premier museums in the country. It continued to expand its acquisitions and its

varied activities during the year, a brief outline of which is given below.

(a) *Acquisitions*: The Museum purchased art objects worth more than Rs. 2 lakh comprising rare bronzes, paintings and stone sculptures. Besides, the following objects have been received: (i) two terracotta votive animals, as gifts from Shri Haku Shah, Ahmedabad; (ii) an ivory figure of Christ datable to the 17th century as gift from Rev. C.J.C. Robinson, Bishop of Bombay; (iii) four stone sculptures of the Satavahana period (1st—2nd century A.D.) from Amaravati, on a long-term loan from the British Museum, London, that have filled an important gap in the Museum; (iv) two wooden pillars of the Mauryan period, as gifts from the Director of Archaeology and Museums, Patna; and (v) a treasure trove of 37 silver and one copper coins of the Mughal period from the Director, State Museum, Lucknow.

(b) *Exhibitions*: The following special exhibitions were organised in the changing exhibitions' gallery: (i) exhibition of select gifts, loans and exchanges received during the recent years, exemplifying the types of various schools from different regions of the country, representing different phases of the development of Indian art; and (ii) an exhibition to show some selected rare acquisitions of the Museum consisting of sculptures, leather puppets, Orissan folk art, miniature paintings, textiles, arms and santhal paintings.

(c) *Training Course in Museology*: A short-term training course in museology for six weeks was organised from 16th February to 28th March, 1970. Besides intensive training in theory and practice of museology, the course included demonstrations and study visits to museums and monuments in Delhi, Jaipur and Agra.

(d) *Educational Programmes*: The Museum's educational programmes offering much useful and highly beneficial services to schools in Delhi were further strengthened during the year and a schedule of museum classes was started on a regular basis.

(e) *Conservation Laboratory*: The National Museum Laboratory has been declared to be the Central Conservation Laboratory thus extending the scope of its services to other museums in the country. The Museum officers were deputed to eight museums on major assignments in regard to the conservation of their collections, while material for preservation was received from five museums.

The expertise of the Museum was sought by other countries also. On an invitation from the International Council of Museums, the Museum chemist was deputed to South East Asian countries to render his services in setting up conservation laboratory. Invited by the International Institute of Conservation, London, he presided over one of the sessions of the 1970 conference on 'Conservation of Stone and Wood Object' held in New York.

A few research projects to find out better material for preservation, including one on the possibility of using synthetic material for conservation, have been taken in hand. The results are likely to be of great use to the museums in India.

11.15. **Indian Museum, Calcutta**: One of the largest and oldest museums in India, the Indian Museum, Calcutta is governed by a Board of Trustees. While the Museum galleries comprise six sections, viz., Art, Archaeological, Anthropological, Geological and Industrial, it has been rendering through its service units, numerous useful activities, an account of which, for the year, is briefly outlined below.

(a) *New Acquisitions*: Among the new acquisitions, mention may be made of a terracotta plaque on 'Satidaha' which was received as a gift, and fragmentary sculptures (hero stones) from Durg (Madhya Pradesh).

(b) *Presentation Unit*: The Presentation Unit prepared as many as 171 pieces of plaster casts of different sculptures

and coins for supplying them to educational institutions and also for sale to the general public.

(c) *Photography Unit*: The Photography Unit meant primarily for the supply of photographs and slides to the different sections of the Museum, took 456 fresh photographs. Besides 44 black and white slides were prepared for organizing illustrated popular lectures in the Museum and for enriching the collection in the photo library which has a rich collection of arts, archaeological and anthropological photographs. As many as 550 photographs were added to the library during the period. Two ethnographic albums, one on Birhor and the other on the Nagas, were completed and made ready. Also completed were albums of Murshidabad Terracottas and Shahnama, while the albums on miniature paintings in the Museum were in progress.

(d) *Library*: The Museum Library, a valuable depository of books of museological interest, is also available to the scholars, students and interested public for consultation in its research cubicles.

(e) *Popular Talks*: Six illustrated popular talks on different subjects were organised during the period which were delivered by eminent scholars.

(f) *Museo-Bus*: The mobile archaeological exhibition has been enriched by the addition of a few newly constructed dioramas during the period. This mobile exhibition in the Museo-Bus together with various publications of the Museum were as usual taken round the various cultural and educational institutes especially in the rural areas of West Bengal.

11.16. Victoria Memorial Hall, Calcutta: The Victoria Memorial Hall accommodates exhibits mainly connected with the British period of Indian history. In its National Leaders' Gallery, efforts are being made to depict the story of the struggle for independence. During the period, photo copies of docu-

ments showing interesting episodes in the history of the Indian National Congress were obtained and several interesting acquisitions made. The Hall provides facilities of guided visits to students and teachers of schools, research scholars and students of higher education. Public lectures by eminent scholars are also arranged.

11.17. Nehru Memorial Museum and Library, New Delhi: Inaugurated on the 14th November, 1964, the Nehru Memorial Museum and Library has been functioning as an autonomous body since April 1, 1966. An account of its activities during the year is outlined in the following paragraphs:

(a) *Museum:* The museum continued to be popular as in previous years. The total number of visitors during the period was 6,90,816. A daily average of 3,669 was registered throughout the period; but on Sundays and other holidays, the daily attendance averaged 5,668. On 14 November, 1970 Nehru's birthday, the number swelled to 43,928.

On May 27, 1970, the death anniversary of Jawaharlal Nehru, mementoes collected by him during his visit to Jallianwala Bagh in 1919 were displayed; these included a number of empty cartridges, a diary containing his impressions of the brutalities committed by British soldiers at Jallianwala Bagh, a letter from C. F. Andrews to Jawaharlal Nehru and a map of Amritsar printed in 1914.

An exhibition to commemorate the birth centenary of Deshbandhu Chittaranjan Das was put up on November 5, 1970. The exhibition delineated various aspects of the life and work of the distinguished patriot. Another exhibition entitled, "Nehru and the World" was opened on Nehru's 81st birthday. The exhibition unfolds briefly Nehru's approach to world affairs before and after independence.

(b) *Library:* The Library, designed as a research library on modern Indian history with special reference to the national

movement, acquired 3,625 books during the period. On November 30, 1970 the Library had 35,650 volumes on its shelves, besides a rich collection of old newspapers. It has succeeded in acquiring back volumes of several important newspapers and periodicals which constitute a valuable source material for the study of modern India.

(c) *Manuscript Section*: The manuscript collection was further enriched during the period with the acquisition of the records of the Madras Mahajana Sabha, the British Indian Association, Lucknow, and the All India Hindu Mahasabha. The papers and correspondence of the late Dr. K. B. Menon and the late Shri Pattom Thanu Pillai have also been acquired. Efforts to collect letters of Jawaharlal Nehru available with various persons continued during the year.

(d) *Reprography Service*: The microfilming programme is designed to include practically all important Indian newspapers of research value. Microfilms have also been made of the papers of the late Sarvasri M. N. Roy and V. D. Savarkar and records of the Madras Mahajana Sabha and the Allahabad Municipal Board relating to Nehru's tenure as Chairman.

(e) *Oral History Division*: During the period 123 more interviews were recorded. The total number of recordings on November 30, 1970 was 751 by 279 individuals.

(f) *Library of Photographs*: On November 30, 1970, the Library had 35,800 photographs. The recent acquisitions include some family photographs of Jawaharlal Nehru and negative films of photographs taken by him and the other members of the family. In addition, a set of 35 photographs of C. F. Andrews and 40 photographs of S. A. Brelvi, who was for many years the editor of 'Bombay Chronicle', were also acquired. The collection of photographs is progressively being developed as a photo-archives on the history of modern India with special emphasis on the Indian National movement.

(g) *Talks and Discussions*: Lectures on the various aspects of modern Indian history continued to be delivered at Teen Murti House, the place of the Museum. Arrangements were made for holding a seminar on the 'Communal Problem in India; 1919-47' in March 1971.

11.18. Salar Jang Museum, Hyderabad: Having carried out a number of development projects during 1969-70, the Museum during the period has started its multifarious services. Among them, mention may be made of the provision of guided visits to its galleries at six scheduled hours each day, bringing out hand-outs on the objects on display in the galleries, highlighting their significant features, regular contact with educational institutions of the locality, and talks by eminent scholars and museologists.

Among the new acquisitions, eight Indian miniatures by way of filling up important gaps in the Museum's collections deserve particular mention. Three special exhibitions, respectively on Indian Paintings, Embroidered Textiles and the literary and artistic prints of the noted artist, Shri M. F. Husain were organised during the year.

11.19. National Gallery of Modern Art, New Delhi: The Gallery, as a depository of contemporary art, continued to grow in popularity. During the period, 13,430 persons visited it. 14 film shows on art and culture were arranged for the public in the premises of the Gallery free of charge. Among other activities, mention may be made of the talk delivered by Dr. Lubor Hajeek, Director of the Department of Oriental Art, Prague, on "Organisation and Position of Oriental Antiquities and Works of Art in Europe Today" on October 12, 1970. He had come to India for a month's study tour under the Indo-Czech Cultural Exchange Programme.

11.20. Indian War Memorial Museum, Red Fort, Delhi: The Indian War Memorial Museum, situated in the Red Fort, Delhi, exhibits arms, amunitions and equipment used in the

first World War. It continued to attract a large number of visitors during the year.

11.21. Committees on Museums: The Committee set up under the chairmanship of Dr. Moti Chandra to examine the working of the museums in the country, make recommendations to provide the basis for a national policy and programme for the development of museums, and suggest measures for promoting the educational role of museums as instruments of mass education, continued its work during the period. It is expected to formulate its recommendations as early as possible.

The Committee set up under the chairmanship of Dr. M. S. Randhawa to review the working of the three Central museums with a view to making suggestions for their improved functioning with reference to the security arrangements in them submitted its report. The report has been under examination.

D: ARCHAEOLOGICAL SURVEY OF INDIA

11.22. The Archaeological Survey of India continued to attend to all its major activities which include: (i) Explorations and Excavations, (ii) Epigraphy, (iii) Museums, (iv) Preservation of Monuments including chemical preservation and research and maintenance of gardens, and (v) Publications.

11.23. Exploration: Among the exploration discoveries, the following deserve mention: (i) a fortwall with a moat besides sherds of the northern black polished ware, red and grey pottery at Chamundagarh in Champaran district (Bihar); (ii) Early Stone Age artefacts made on Deccan trap at Yesar in Dhulia district (Maharashtra); (iii) Early Stone Age tools mostly of cleavers, from the sections of the river Godavari at Gangapur near Nasik; (iv) a promising Early Stone Age site in Ratnagiri district (Maharashtra); (v) a significant discovery of a complex of unifacial choppers with hardaxe faces from the river Gandhari between Pachad and Mahad, and at Charai, Tumbhe, Rajvadi and Kamble on the river Savitri in Kolaba district (Maharashtra); (vi) Middle Stone Age artefacts in association with fossils of *Bos Nomadicus* at Nandur-Madhme-

shwar on the river Kadva in Nasik district; (vii) Middle Stone Age tools in the exposed sections at the Pench river dam site in Nagpur district and Late Stone Age tools in another area of the same site; (viii) natural rock-shelters strewn with Microliths comprising crude forms of blades and points near Hathkamba in Ratnagiri district; (ix) a megalithic site at Brah, Anantnag district (Jammu and Kashmir); (x) two new Early Stone Age sites, one at Udayagiri (Nellore district) and the other at Bhairavakonda (Ongole district) in Andhra Pradesh; and (xi) sherds of the northern black polished ware from Mariahu, an ancient site in Jaunpur district (Uttar Pradesh).

11.24. **Excavation:** Near the village Pachad, in Kolaba district (Maharashtra) the occupational deposit inside a natural cave was probed and a microlith-bearing deposit along with the fragmentary bones and potsherds was encountered.

Excavations at Theur, in Poona district (Maharashtra) brought to light certain stone-circles of Chalcolithic affinity. A child-burial in a double pot was a notable discovery.

Excavations were resumed at Purana Quila in Delhi, traditionally identified as the site of the city of Indraprastha referred to in the Mahabharata, and the remains of several successive settlements existing down to the sixteenth century A. D. were brought to light. From the Mauryan period (*circa*, third century B.C.) the sequence of habitation was continuous through Sunga, Saka-Kushan, Gupta, post-Gupta, Rajput and Delhi Sultanate to the Mughal times. Amongst the notable finds recovered from the excavation were the sherds of the northern black polished ware, brick structures, a rubble fortification wall, various types of coins, seal and sealings, terracotta figurines, beads, glass bottles, glazed pottery, lamps and Chinese porcelain. The second phases of the excavation would be completed shortly.

Excavations at a Harappan site within Chandigarh city is in progress. The work is being done by the Survey jointly with the State Department of Archaeology, Punjab.

As a result of further excavation within the area of the Martand temple at Mattan, in Anantnag district (Jammu and Kashmir) remains of an earlier habitation belonging to a date prior to the construction of the temple were exposed.

Excavation around the famous Ramabhar-stupa at Kushinagar, in Deoria district exposed an earlier phase of the stupa. During clearance operations at Sarnath in Varanasi district images of Buddha in stone and votive stupas were unearthed.

Remains of huge wooden structures of the Mauryan period were unearthed at Kankarbagh locality in Patna.

11.25. Epigraphy: About 422 new inscriptions collected from different parts of the country were examined and studied. The survey of Hosur taluka (Dharmapuri district, Tamilnadu) and certain areas in Rajasthan was resumed to locate more inscriptions.

11.26. Architectural Survey of Temples: The survey of the Kerala temples was extended to the district of Trichur, Alleppey, Quilon and Trivandrum. On the basis of inscriptional evidence in sandhara temples at Perumpaludur, (Trivandrum district) and Irinjalakuda and Thirukulasekharapuram, Trichur, may be dated between A. D. 825 and 885. Another example of the *sandhara* type is the ruined Killatali Siva temple near Tiruvanchikulam, (Trichur district), which is associated with a *saptamatrika* panel, stylistically datable to about the tenth century. The temples noticed at Perumpaludur was built by the Ay rulers of Vilinjam. The second Chera dynasty was associated with the construction of the temples at Irinjalakuda and Thirukulasekharapuram. The temples were built mostly on circular plan with a square *garbhagriha* surrounded by pillars. However, later rebuildings noticed at Irinjalakuda and Tiruvanchikulam altered the original plan to a great extent. In the twelfth century as a result of the Chola expansion the art-traditions of the Cholas left a permanent imprint on the contemporary sculptural art as especially noted in southern Kerala.

In the course of study it was also noticed that the Kanyakumari area was the meeting place of two southern temple-styles, viz., Dravida and Kerala. A special study of *balipithas* was made.

11.27. Museums: The photographic documentation of the collections in the site museums at Amaravati, Hampi, Nagarjunakonda and Fort St. George Museum, Madras is in progress. Display arrangements in the Museums at Bijapur, Srirangapatna, Kondapur, Goa, Hampi, and Konarak have been improved. New antiquities were added to the collection of museum at Halebid. The existing museum at Amaravati is being reorganised in a new building which will be declared open for public sometime during 1971. New museum buildings are under construction at Lothal, Hampi and Burzaham. At the last-named site, the building is being constructed by the State Government. A beautiful life-size image of Surya of the medieval period was acquired and added to the museums at Goa.

11.28. Conservation: Forty-two monuments maintained by the Survey at different parts of the country were subjected to special repairs during the period. The gardens around the monuments or sites were also attended to and in some of them considerable improvements were made.

11.29. Conservation at Bamiyan in Afghanistan: A team comprising the experts of the Archaeological Survey executed the following conservation works in 1970 at Bamiyan, the famous Buddhist site in Afghanistan, with a view to preserving the rock-cut monuments and mural paintings at the Shrine of the Small Buddha:

- (1) The cutting of drains on the rock-roof to prevent snow-melt from flowing over and damaging the facade;
- (2) Binding in position with embedded ties a severed sector of the rock-face after filling in cracks; and
- (3) Chemical cleaning and preservation of the murals including fixing and filletting the plaster.

Further works of conservation and preservation would be taken up in 1971.

11.30. **Chemical Preservation and Research:** Filletting of the edges of painted plaster inside Ajanta and Ellora Caves has been taken up. The metal plates on the door of Bibi-ka-Maqbara, Aurangabad, have been chemically cleaned. A research project for determining the possible microbiological causes in the decay of Ajanta paintings was undertaken by the Chemical Branch of the Survey in collaboration with the experts of the Marathawada University and the Medical College, Aurangabad.

11.31. **Publication:** 'Guide to Hampi', 'Memoirs of the Archaeological Survey of India No. 74—(Excavations at Kausambi)', 'Epigraphia Indica—Arabic and Persian Supplement for 1968' and Epigraphia Indica Pt. IV. Vol. XXXVII were released. Several sets of picture postcards were reprinted.

E: NATIONAL ARCHIVES OF INDIA

11.32. The major activities of the Department during the year under report relate to accession and management of records, compilation of reference media, collection of material for compiling the National Register of Records in private custody, technical service, training in archives-keeping, and publication.

11.33. **Accession:** Although paucity of storage space continued to impede the acquisitioning of public records, the Archives received for custody 288 files of the Foreign and Political Department (1913-42) and authenticated copies of 7 Bills passed by some of the state legislatures and assented to by the President of India. The original certificate of conviction of Madan Lal Dhingra (a revolutionary who was executed in Britain for assassination of Sir Curzon Wylie) and 32 microfilm rolls of Lytton Papers were obtained respectively from the criminal court of Old Bailey and the India Office Library, London. Collections of private papers and historical documents were received from Shri Padmakant Malaviya and Prof.

K. N. V. Shastri. Another collection of papers was received on loan from Prof. Nirmal Kumar Bose for preparing microfilm copies for the Department.

11.34. Records Management: Under the records management programme, 29,491 files of the Finance Department (1887-1945) and 526 files of the Foreign and Political Department (1911-46) were appraised. Out of these, 7,768 files were marked for permanent retention. Besides this, the Department made a preliminary survey of the non-current files of the Army Medical Directorate with a view to taking up their appraisal. The files of the Meteorology Branch of the Ministry of Tourism and Civil Aviation were inspected prior to their transfer to this Department for custody.

11.35. Compilation of Reference Media: The reference media prepared during the period include check-lists of 2,220 'A' proceedings of the Education Branch of the Home Department (1877-84), 15,045 'B' proceedings of the Military Department (1905-07), 1,833 documents belonging to the collections of Dadabhai Naoroji, Maulana Abul Kalam Azad and K. Santhanam, and subject lists of 376 Home (Public) despatched to the Secretary of State for India (1885-90) and 90 maps of the Survey of India (1882-84). Lists were also prepared of 859 files of the Political Department (1944-45) of the erstwhile Bhopal State and 7 microfilm rolls acquired from the USSR and the collection of Padmakant Malaviya Papers.

11.36. National Register of Records: The work of editing including preparation of introduction and compilation of index and glossary of the *Kapad Dwara* volume of records of the Jaipur ruling family has been completed. The descriptive listing of some record collections including that of Mehta Sangram Singh received from the State Archives, Rajasthan, during 1959-60, has been done.

11.37. Technical Service: The Archives as usual continued to render technical service to a number of public agencies and

private institutions and individuals in this country and abroad. Technical information on chemicals used for the preservation of bound volumes was supplied to the Librarian, Space Science and Technology Centre, Trivandrum. The Universities of Kabul, Tokyo and California, among others, were recipients of technical service rendered by this Department.

11.38. Training in Archives-Keeping: Training in archives-keeping continued. Four trainees admitted to the one-year diploma course last year completed their training in September, 1970. A fresh batch of eight trainees joined the new session which commenced in October 1970. The Archives also imparted training in preservation and photo-duplication to persons nominated for the purpose by other institutions like Jamia Millia Islamia, National Building Organisation and the Directorate-General of the Central Reserve Force.

11.39. Publications: The printing of the Descriptive List of Secret Department Records Vol. 11 (1776-80) was completed. The Departmental bi-annual journal, 'The Indian Archives' Vol. XVII (January 1967-December 1968) was published. Quite a few others were nearing completion.

F: FINANCIAL ALLOCATIONS

11.40. The financial provisions for the programmes and institutions/organisations described in this chapter are given below:

(Rs. in 000's)

S.No.	Item	Provision for 1970-71		Budget Estimates 1971-72
		Original	Revised	
1	2	3	4	5
1.	Sahitya Akademi . . .	1,167	1,120	990
2.	Sangeet Natak Akademi .	2,689	2,68	2,800

1	2	3	4	5
3.	Lalit Kala Akademi	1,600	1,186	1,400
4.▼	Shanker's International Children's Competition	175	175	175
5.	Building Grants to Cultural Organisations	950	770	900
6.	Financial Assistance to Performing Groups (Dance, Drama and Music Ensembles) . . . . .	..	100	650
7.	Propagation of Culture among Students	300	150	500
8.	Cultural Talent Search Scholarships Schemes . . . . .	..	..	380
9.	Financial Assistance to Eminent Writers, Artists etc. in Inidigent Circumstances	600	625	700
10.	Institutions Engaged in Literary Activities	100	95	80
11.	Reorganisation and Development of Museums (Grants to Private Museums)	500	500	590
12.	National Museum, New Delhi	2,126	1,762	2,372
13.	Indian Museum, Calcutta	1,087	980	1,247
14.	Victoria Memorial Hall, Calcutta	334	337	332
15.	Nehru Memorial Museum and Library, New Delhi	2,700	1,700	3,785
16.	Salar Jung Museum, Hyderabad	724	558	951
17.	National Gallery of Modern Art, New Delhi	673	435	672
18.	Indian War Memorial Museum Delhi	31	33	33
19.	Archaeological Survey of India, New Delhi	16,376	16,326	21,186
20.	National Archives of India, New Delhi	2,703	2,205	2,250

CHAPTER XII

UNESCO AND CULTURAL RELATIONS WITH OTHER COUNTRIES

12.01. The Ministry of Education is responsible for maintaining relations with UNESCO on behalf of the Government of India and for promoting UNESCO programmes and propagating UNESCO ideals inside the country in the fields of education, science and culture and other areas under its purview. In the effort to promote the country's cultural relations with other countries, the Ministry is also responsible for entering into government-level cultural agreements and sponsoring bi-lateral or unilateral programmes in the field of culture. The present chapter sets forth a brief account of all these programmes.

A: GOVERNMENT'S RELATIONS WITH UNESCO

12.02. *16th General Conference of Unesco*: In the domain of Government of India's relations with UNESCO, the most important event during the year was the 16th General Conference of UNESCO at Paris from 12th October to 14th November, 1970 and India's participation in it. The Indian delegation was led by Prof. V.K.R.V. Rao, Union Minister of Education & Youth Services and consisted of the following members:

1. Shri I. K. Gujral, Minister of State for Information and Broadcasting Deputy Leader
2. Dr. B. D. Nag Chaudhuri, Scientific Adviser to the Ministry of Defence Delegate
3. Shri S. Chakravarti, Secretary Ministry of Education & Youth Services Delegate
4. Shri Prem Kirpal, Member, Executive Board of Unesco Delegate
5. Shri Kirpal Singh Narang, Vice-Chancellor Punjabi University, Patiala Delegate

6. Prof. Rais Ahmed, Aligarh Muslim University, Aligarh Alternate Delegate
7. Dr. C. Devanesan, Principal, Madras Christian College, Madras Alternate Delegate
8. Shri T. R. Jayaraman, Joint Secretary Ministry of Education & Youth Services Alternate Delegate
9. Shri E. Pouchpa Dass, First Secretary, Embassy of India, Paris Alternate Delegate
10. Shri P. C. Chatterji, Deputy Director-General All India Radio, New Delhi Alternate Delegate

Prof. Rao was elected one of the vice-presidents of the Conference and a member of its General Committee. India was elected chairmen of two drafting committees, one on UNESCO's Role in Peace and the other on Education in Family Planning. India was also on the working party to prepare a report on programmes for the International Book Year 1972. An Indian delegate was elected rapporteur of the Legal Committee which considered legal problems referred to it. The main achievements of the Indian delegation were as indicated below:

- (1) *Application of Science and Technology to the Development of Asia:* As a follow-up of the Conference of Asian Ministers of Science and Technology held in December, 1968, in New Delhi, UNESCO will establish in collaboration with ECAFE, a joint wing to help promote the application of science and technology to the development of Asia and also to carry out feasibility studies for the establishment of multi-disciplinary research institutes in Asia aimed at fostering technological transfer from knowledge and know-how to industrial production.
- (2) *International Institute for Peace Research:* The possibility of establishing an international institute for peace research to undertake enquiries, with special reference to the Gandhian approach, into factors which promote peace or contribute to the peaceful solution of conflicting situations, will be explored by UNESCO.

- (3) *Asian Cultures*: To promote greater understanding of Asian cultures, including Indian culture, there will be specialised studies by UNESCO on themes such as the Civilizations of Central Asia (including Indian influence in Central Asia), Buddhist art, Tamil studies, Malaysian and Oceanic cultures, etc.
- (4) *Auroville Project*: The project launched by Sri Aurobindo Society, Pondicherry, for establishing an international cultural township will be assisted. UNESCO will take such steps as may be feasible to promote the development of Auroville as an important cultural programme.
- (5) *World Conference on Sanskrit*: Assistance will be given to the Government of India for holding a World Conference on Sanskrit. UNESCO will help India to organise this conference which will assess and evaluate the contribution of Sanskrit literature to world culture and civilisation, consider the contribution of the Sanskrit language to the development of other modern languages and consider ways and means of promoting studies in Sanskrit.
- (6) *Second Development Decade*: India's proposal that UNESCO should ask for massive assistance from the UNDP, World Bank, UNICEF, World Food Programme, Regional Development Programme, Funds-in-Trust and other donors for its development programmes during the Second Development Decade and organise a meeting of Ministers of Education in Geneva in 1971 to consider ways and means of finding resources for education in the Second Development Decade was adopted.
- (7) *Election of India to Various Offices*: India was elected as a member in each of the following stand-

ing committees by the General Conference of UNESCO:

- (1) Legal Committee
- (2) Council of the International Bureau of Education
- (3) The Coordinating Council of the Hydrological Decade
- (4) Inter-Governmental body on Man and the Biosphere
- (5) Executive Committee of International Campaign to save the Monuments of Nubia.

12.03. **Executive Board of UNESCO:** Dr. P. N. Kirpal, Indian member of the Executive Board of UNESCO, attended the following sessions at Paris: (i) 84th session from 4th May to 19th June, 1970; (ii) 85th Session from 21st September to 10th November 1970; and (iii) 86th Session from 16th to 18th November, 1970. Dr. Kirpal was elected Chairman of the Executive Board of UNESCO for a period of 2 years at its 86th Session.

12.04. **International Campaign for the Restoration of Cultural Property damaged by Floods in Florence and Venice:** A sum of Rs. 1,50,000 was paid to UNESCO as the balance of India's total contribution of Rs. 2 lakh towards the international campaign for the restoration of cultural property damaged by floods in Florence and Venice. This amount will be utilised for the purchase and export of articles produced in India.

12.05. **International Campaign to Save the Monuments of Nubia:** A sum of Rs. 12 lakh was paid to UNESCO as the final instalment of the Government of India's contribution of Rs. 28 lakh for the safeguarding of the Abu Simbal Temples from inundation by the waters of the Aswan Dam. This amount has been utilised for the purchase of equipment and supplies produced in India.

12.06. Representation at Unesco Conferences and Seminars:
The following officers were deputed to attend the various UNESCO-sponsored conferences and seminars held during the period:

- (a) Shri J. P. Naik, Adviser, Ministry of Education, was deputed to attend the Meeting on Evaluation Results of the First Development Decade and UNESCO's Contribution to the Second Development Decade held at Paris on April 22-25, 1970;
- (b) Dr. (Mrs.) Kapila Vatsyayan, Deputy Educational Adviser (Culture), Ministry of Education was deputed to participate in the Regional Seminar on Cultural Policies held at Tehran on May 16-20, 1970;
- (c) Dr. S. N. Saraf, Director (Statistics and Adult Education), was deputed to Paris to attend the meeting of the Special Committee for International Standardisation of Library Statistics held at Paris on May 16-28, 1970;
- (d) Shri A. J. Kidwai, Educational and Scientific Adviser to the High Commission of India, London, was deputed to Geneva to attend the 32nd Session of the International Conference on Education and the Third Session of the Council of the International Bureau of Education held at Geneva from 30th June to 11th July, 1970; he was also deputed to Geneva to attend the 4th Session of the Council of International Bureau of Education held there on December 7-12, 1970; and
- (e) Shri T. R. Jayaraman, Joint Secretary, Ministry of Education & Youth Services and Shri S. K. Ghose, Joint Secretary, Ministry of Information & Broadcasting were deputed to Venice to attend the Inter-Governmental Conference on Institutional, Adminis-

trative and Financial Aspects of Cultural Policies held at Venice from 24th August to 2nd September, 1970.

12.07. Asian Institute of Educational Planning and Administration, New Delhi: Run by the Government of India in collaboration with UNESCO, the Asian Institute of Educational Planning and Administration offers high-level courses in educational planning and administration to educators from developing countries of the Asian region. It thus constitutes a part of India's contribution to the educational development of the Asian region. It undertakes research in its field and assists Asian countries to hold seminars and conferences by placing its expertise at their disposal. The Institute has recently developed an Indian programme of State-level seminars on educational administration and planning in cooperation with the State Governments. These seminars are attended by the district education officers and other senior officers of the State education departments. The Indian programme will be gradually taken over by the National Staff College for Educational Planners and Administrators which is proposed to be established in 1971. When the decade for which UNESCO assistance has been promised ends on December 3, 1972, the Asian Institute will close down and its regional (Asian) training programmes will be assumed by the National Staff College for Educational Planners and Administrators subject to availability of assistance under the UN Technical Assistance Programme. The 16th Meeting of the Steering Committee of the Asian Institute was held on February 16, 1970. At this meeting the progress of the programmes of the Institute was reviewed and activities for 1970 were chalked out. A brief account of its activities during the period is given in the following paragraphs:

- (a) *Tenth Training Course for Educational Planners and Administrators:* The Tenth Training Course which started on September 2, 1969 concluded on January 29, 1970 with a valedictory address by Mr

G. S. Pathak, Vice-President of India who distributed certificates to the participants. Of the 24 participants enrolled for the course, one had to withdraw on health grounds. Extension of fellowship for another month was allowed in the case of six participants for further training and specialisation in selected fields of study. The stay of a participant from Nepal was extended up to March 15, 1970.

- (b) *XI Training Course for Educational Planners and Administrators*: The Eleventh Training Course commenced on September 1, 1970. Twenty-one participants from 12 countries of the Asian region, viz., Afghanistan, Republic of China, Ceylon, India, Iran, Republic of Korea, Laos, Malaysia, Nepal, the Philippines, Thailand and Vietnam attended the course which concluded on January 31, 1971.
- (c) *Senior Fellowship Programme*: Mr. Dhani Boankan from Thailand joined the Institute as Senior Fellow on March 10, 1970. He was engaged in making a comparative study of the administration of elementary education in Thailand and some of the Asian countries, particularly India. On the completion of his term he left for Thailand on September 12, 1970.
- (d) *State-Level Seminars*: As Part of the national programme for India, the Institute organised the following State-level seminars on educational planning and administration: (a) Bihar (January 20-24, 1970); (b) Rajasthan (February 25-March 1, 1970); (c) Punjab (June 17-22, 1970); (d) Kerala (July 28-30, 1970); (e) Haryana (September 25-30, 1970); and (f) Jammu & Kashmir (October 13-18, 1970). These seminars were attended by senior state education officers including district education officers.

- (e) *Visits to Study State Educational Experiments:* The Institute arranged visits of state education officers to study successful educational programmes and experiments in the States of Gujarat (February 1-7, 1970), Bihar (February 23-28, 1970), Tamilnadu (April-17-23, 1970), Kerala (June 2-5, 1970) Mysore (July 7-13, 1970), Rajasthan (September 15-20, 1970) and Maharashtra (September 30 to October 7, 1970).
- (f) *Preparation of Country-wise Monographs on Educational Administration in Asian Countries:* The Institute took up during the year a co-operative project for bringing out country-wise monographs on the system of educational administration obtaining in various countries. Sixteen countries of the region, viz., Afghanistan, Burma, Ceylon, Republic of China, India, Indonesia, Iran, Japan, Republic of Korea, Laos, Malaysia, Nepal, Pakistan, Thailand, the Philippines and Vietnam are collaborating with the Institute in this project. A regional meeting of the research nominees from participating countries was earlier held at New Delhi on December 18-20, 1969. Some financial assistance was released during the year to the research nominees from Afghanistan and Thailand for completing the drafts of their respective monographs.
- (g) *Other Studies:* A pilot study of middle schools in India has been taken up in the State of Uttar Pradesh. A study of grant-in-aid system in India has also been taken up.

**B: INDIAN NATIONAL COMMISSION FOR COOPERATION WITH
UNESCO**

12.08. The Indian National Commission for Cooperation with UNESCO is an agency established by the Government of

India to promote understanding of the aims and objectives of UNESCO in India and for acting as a liaison agency between the Government and the institutions working for the advancement of education, science and culture. While UNESCO is an organisation representing the Governments of member-States, it can reach out to the peoples of the countries concerned directly through its National Commissions. The Indian National Commission for Cooperation with UNESCO, in common with other such national commissions, besides promoting popular support and sympathy for UNESCO's ideals, assists UNESCO in the development of international cooperation and understanding and in its efforts to harness the resources of knowledge in the quest for peace. The Commission continued its activities for the fulfilment of these aims during the period, a resume of which is given below.

12.09. Ninth Conference of the Indian National Commission for Cooperation with Unesco: The Ninth Conference of the Commission was held at Hyderabad on July 14-15, 1970 under the chairmanship of the Union Education Minister, Prof. V.K.R.V. Rao. The Conference was inaugurated by the Chief Minister of Andhra Pradesh, Shri K. Brahmanada Reddi. The two-day session was attended by members of the Commission as well as observers from a few international organisations and UNESCO centres/clubs. It considered a varied agenda in the fields of education, science, culture and mass communication. Among its major recommendations were: (a) députation of a strong delegation to the 16th General Conference of UNESCO (October-November 1970); and (b) establishment of a permanent delegation at UNESCO Headquarters, Paris. Other recommendations related to the adoption of measures for a vigorous follow-up of the proposals made at the CASTASIA Conference held in India in 1968, communication media in education, development of correspondence courses, study of Central Asian civilisations, research and collaboration on traditions in Asian dance, drama and music, documentation of oral traditions, promotion of the study of the

growth and development of curricula in social sciences, studies in environmental sciences and computer sciences, impact of science on society in developing countries, development of mass media, formulation of a code of conduct for mass communication media, preservation of ancient cultural monuments in developing countries, etc. Draft resolutions based on the recommendations of the Commission were moved by the Indian delegation at the 16th General Conference of UNESCO.

12.10. Fifth Regional Conference of Asian National Commissions for Unesco: A delegation, consisting of Shri T. R. Jayaraman, Joint Secretary, and Shri I. U. Ramchandani, Under Secretary, Ministry of Education & Youth Services, was deputed to participate in the Fifth Regional Conference of Asian National Commissions for UNESCO held at Teheran on September 5-10, 1970. The Conference was attended by representatives of 22 national commissions, mostly from the Asian region, and also by representatives of UNESCO, UNDP., UNICEF, etc. The Conference discussed a varied agenda during its six-day session, ranging from the implementation of the recommendations of the Fourth Regional Conference of Asian National Commissions (Bangkok, February, 1964) and the Regional Meeting of the Asian National Commissions (Tokyo, September, 1968) to the future perspectives of UNESCO Regional Centres and Institutes in Asia, regional co-operation between Asian National Commissions, role of Asian National Commissions in implementing UNESCO programmes in Asia with particular reference to International Education Year, struggle against illiteracy and science teaching. The Conference also reviewed the organisation and functioning of Asian National Commissions, with special emphasis on their potentiality for effective action in such areas of general interest as peace, human rights, racial discrimination, youth, etc. and made a number of recommendations on the subjects discussed.

12.11. Promotion of Ideals and Dissemination of Information: A number of programmes were followed by and at the

instance of the Commission with regard to the promotion of UNESCO ideals and dissemination of ideas and information. They are briefly described below.

- (a) *Publications of the Commission:* The Commission regularly brings out a quarterly "Newsletter" to publicise information about the activities of the Commission and UNESCO in India. The "Newsletter" was previously a monthly publication; with effect from 1970, it has been made into a quarterly. The Commission continued to publish its other journal, "World in the Classroom" to promote education for international understanding. Originally, it was started as a half-yearly publication, but has now been converted into a quarterly periodical.

The Commission continued to sponsor the publishing of the Hindi and Tamil editions of the "Unesco Courier", with UNESCO assistance, the international editions of which are published by UNESCO Headquarters, Paris. The Hindi edition is now being published by the National Book Trust, New Delhi and the Tamil edition by the Southern Languages Book Trust, Madras.

- (b) *Translation of Unesco Publications:* With financial assistance from UNESCO, the Commission completed translation into Hindi and publication of the following books, originally brought out in English in UNESCO.

- (1) UNESCO Source Book for Geography Teaching
- (2) Communication in the Space Age
- (3) Teaching of Science in Tropical Primary Schools

Hindi translations of the following books have been completed and arrangements are under way for their publication:

- (1) Vocational and Technical Education
- (2) School Teachers and Education of Adults

- (c) *Indian Series of Unesco Collection of Representative*

classics/novels have been translated into English by UNESCO from the Indian languages in which they were originally published:

- (1) Pather Panchali (Bengali)
 - (2) Godaan (Hindi)
 - (3) Jnaneswari Vol. II (Marathi)
 - (4) Ghalib-Life and Letters (Urdu)
 - (5) Wild Bapu of Garambi (Marathi)
- (d) *Study Kit on India*: With financial assistance from UNESCO, the Commission has prepared 20 Study Kits on India for supply to a few selected National Commissions, in other countries.
- (e) *Library, Documentation and Distribution*: The Library and Documentation-cum-Distribution Unit of the Commission continued to render its useful services. Among the additional activities initiated during the year, were: (a) the preparation of bibliographies on selected topics; (b) indexing and bringing out of Current Awareness Service; and (c) preparation of documentations for UNESCO General Conference, seminars and conferences organised in India in the context of International Education Year 1970.

The Unit also continued to make available copies of UNESCO publications and periodicals as well as Commission's own publication to institutions, organisations, etc. throughout India and outside. More institutions and organisations were placed on the regular mailing list. At present more than 4,000 parcels containing literature and periodicals, etc. are issued by the Unit every month. The campaign for promotion of selected UNESCO publications was also intensified.

Besides, in accordance with a contract signed by the Commission with UNESCO, a revised and up-to-date edition of the 'Bibliography on Education for International Undertaking

has been under preparation. To assist UNESCO in the project of Cooperative Educational Abstracting Service, the Commission entered into another contract with UNESCO for providing abstracts of educational documents and materials from authoritative sources (published or unpublished) appearing currently in India.

- (f) *Unesco Clubs*: The Commission has been promoting the establishment of UNESCO clubs in universities, libraries and other educational and cultural institutions. At present 102 UNESCO clubs are functioning in the country. These clubs undertake activities to disseminate information about the aims and policies of UNESCO, UN etc. and undertake various programmes in the field of education, science, and culture to promote international understanding, co-operation and world peace. The Commission has been sending publications, periodicals, and other materials received from UNESCO or brought out by the Commission itself regularly to all the UNESCO clubs. Special kits of material were sent to these clubs to enable them to celebrate occasions like UN Day, and Human Rights Day.

12.12. Exhibitions Sponsored or Supported by the Commission:

- (a) *4th World Children's Art Exhibition*: The Commission arranged the participation of Indian school children in the 4th Art Exhibition for Children organised by the Japan Department Store Merchandising Association and sponsored by the Japanese National Commission for UNESCO by sending 16 selected paintings on "Our Festivals" by Indian school children. One painting by Shri Tusher Rajan Mahanty of the Practising Basic School, Boragarh, district Sambalpur (Orissa) was awarded a copper medal by the exhibition authorities.

- (b) *Unesco Travelling Exhibition, "Drawings by Leonardo da Vinci"*: The UNESCO travelling exhibition of the reproductions of drawings by Leonardo da Vinci was circulated throughout India by the Calcutta Art Society, Calcutta.
- (c) *Mediaeval Siena*: The travelling education exhibition, Mediaeval Siena, consisting of 72 reproductions of works of art, received from the Italian National Commission for UNESCO, was circulated and displayed by UNESCO clubs at Varanasi, Calcutta and Bangalore.
- (d) *Unesco Builds Peace*: The photographic exhibition, UNESCO Builds Peace, received from the Japanese National Commission for UNESCO, was circulated and displayed at various UNESCO clubs in Manipal, Tirupati, Hyderabad, and Bombay.

12.13. Programme of Education for International Understanding: Over 850 schools and teacher training institutions are participating in the programme taken up by the Commission in support of UNESCO's world-wide Associated Schools Project in Education for International Understanding and Cooperation. The Commission has enrolled about 30 secondary schools and teacher training institutions and about 10 primary schools from each State to participate in the programme, besides 118 Central Schools. The project hinges round three main activities: (1) Teaching about UN and its Specialised Agencies; (2) Teaching about Other Countries and Cultures; and (3) Teaching about Human Rights and Fundamental Freedoms. To orient the teachers of the participating institutions in the development of curricular and co-curricular activities under the project, the Commission has been organising workshops from time to time. These workshops also are designed to enable the teachers to exchange ideas and experiences on the operation of the projects in the classroom and on methods of evaluating them, for assessing results and effecting improvements, and for considering ways and means for integrating the teaching of

international understanding with the core subjects in the normal school curriculum. The Commission has so far organised 23 workshops on regional and state basis in different parts of the country. One such workshop was held during the year at Srinagar. Besides, the Commission, in collaboration with the CMS Lyndale Bisco School, Srinagar, organised an all-India Students-Teachers Camp-cum-Seminar on Education for International Understanding at Srinagar in October 1970. The Camp was inaugurated by the Chief Minister of Jammu and Kashmir, and attended by 103 students and teachers. Besides organising workshops, the Commission is regularly supplying kits of pictorial and printed material to the institutions to enable them to undertake projects. As stated earlier, the Commission's bulletin, "World in the Classroom" is specifically brought out to service this programme. Two teachers from India were awarded UNESCO fellowships in the field of Education for International Understanding for studies abroad.

12.14. Essay Competition on India in Hungary: To reciprocate the gesture of the Hungarian National Commission for UNESCO in offering prizes to Indian school children who had written the best essays on Hungary (including a free two-week stay in and trip to Hungary as the first prize) the Indian National Commission has offered prizes to Hungarian school children for the best essays on themes relating to India. The 28 best essays received from the Hungarian National Commission have been under evaluation. The winner of the first prize will be given a free two-week stay in and trip to India as the guest of the Indian National Commission.

12.15. Silver Jubilee Celebration of United Nations: The 25th anniversary of the United Nations coincided with the International Education Year and the occasion was fully utilised for country-wide celebrations to publicise the ideals of the United Nations among all classes of people. The Commission urged all State Governments, universities, and voluntary organisations to conduct suitable programmes in various educational institutions. A circular letter giving suggestions with regard to the

programmes to be conducted was sent out. Reports received show that the United Nations' 25th Anniversary was celebrated in a befitting manner all over the country.

12.16. Study of Civilization of Central Asia: The Commission is participating in UNESCO's new project on the 'Study of the Civilization of the Peoples of Central Asia.' The project has two aspects, viz., a deepening of scholarly knowledge and a better appreciation by the general public of the culture of Central Asia through studies of their archaeology, history, science and literature. The geographical area covered under the UNESCO project comprises Afghanistan, Northern India, Eastern part of Iran, West Pakistan and Soviet Central Asia (Kazakhstan, Kirghizia, Tadjikistan, Turkmenistan and Uzbekistan). To implement the project effectively, a National Advisory Committee on Central Asian Studies has been constituted. The committee is responsible for coordinating Central Asian studies in India under the project. Prof. Ram Rahul of the Indian School of International Studies was granted a UNESCO fellowship for a period of two months for studies abroad in the field of Central Asian studies. Besides, the Commission arranged participation of Indian scholars in the following international meetings organised under the project:

- (1) International Meeting on the Coordination of Kushan Studies and Archaeological Research in Central Asia held at Kabul on May 15-22, 1970 and
- (2) International Symposium on the Contribution of the Peoples of Central Asia to the Development of Science during the period 9th to 13th Century A. D. held at Islamabad (Pakistan) on September 23-30, 1970.

12.17. Study of Buddhist Art: UNESCO launched in 1969 a five-year project on the Study of Buddhist Arts. The Department of Ancient History, Culture and Archaeology, University

of Allahabad (under Prof. G. R. Sharma) is functioning as the coordinating institution in India for collaboration with UNESCO in the field of study of Buddhist Art. UNESCO sanctioned a grant of Rs. 7,500 to the Asiatic Society, Calcutta, for undertaking studies on Origin and Development of Tantrayana Art'. The Commission has also sanctioned a grant of Rs. 3,000 to the Society to meet the deficit on the execution of the project. UNESCO also entered into a contract with Prof. Nihar Ranjan Ray and sought his assistance for the preparation of an album on the Image of Buddha.

12.18. Main Trends of Research in Social and Human Sciences: The Commission participated in the UNESCO study on the "Main Trends of Research in Social and Human Sciences". A number of meetings of Indian experts were convened and papers prepared by Indian scholars in the field of legal science, literary criticism, artistic creation, philosophy, history, etc., were forwarded to UNESCO for inclusion in their publication on the theme.

12.19. Unesco Research Project on Social Organizations, Values and Attitudes: Under a contract with UNESCO, the Institute of Social Sciences, Kashi Vidyapeeth, Varanasi, conducted studies and prepared a report on "Social Values, Attitudes and Institutions in relation to National Development". The report has been sent to UNESCO.

12.20. International Book Year: UNESCO has decided to proclaim 1972 as the International Book Year. Suitable activities will be undertaken by India, along with other member-States of UNESCO, in connection with the observance of the International Book Year.

12.21. Indian Participation in Collective Consultation of Secretaries of Unesco National Commissions: On the invitation from the Director-General of UNESCO, Shri C. S. Nayar, Deputy Secretary, Ministry of Education and Youth Services, and Secretary, Indian National Commission for Cooperation with UNESCO, participated in the Collective Consultation of Secre-

aries of UNESCO National Commissions at UNESCO House, Paris from 22nd June to 2nd July, 1970.

12.22. Visits by UNESCO Officials and Consultants: The Commission receives every year a number of UNESCO officials and consultants in connection with various projects. Among those who visited this country during the year, mention may be made of the following:

- (a) Mr. J. Ratnaïke of the UNESCO Regional Office for Education in Asia, Bangkok, in May 1970, to collect up-to-date statistical data and information on recent important trends and developments in education for preparing a working document for the Third Regional Conference of Ministers of Education in Asia to be held in May, 1971;
- (b) Miss C. A. Hawkins, UNESCO Consultant on Programmed Instruction, in September 1970, to discuss the future development of the Asian Experimental Project in Programmed Learning;
- (c) Mr. Tor Gjesdal, former Assistant Director-General of UNESCO, now a part-time Consultant of UNESCO on Space Communication Programme, in October 1970, to acquaint himself with the current thinking on television education in this country;
- (d) Dr. M. S. Adishesiah, Deputy Director-General of UNESCO, as the guest of the Government of India in December, 1970;
- (e) Mr. Albert Botbol, UNESCO Consultant to the Indonesian Government for the organization of an International Ramayana Festival, in January, 1971; and
- (f) Mr. Amadou Mahatar M' Bow, Assistant-Director-General of UNESCO in February, 1971, accompanied, by Mr. A. Chiba, Programme Specialist in

12.23. Unesco's Exchange of Persons Programme: During the year fellowships|travel grants were awarded by UNESCO to nine Indians in various fields of specialised studies, including those relating to UNESCO projects under implementation in the country. Similarly, the Commission, as in earlier years, continued to extend assistance to UNESCO fellowship-holders and experts of their countries visiting India, in connection with their specialised studies in various fields of education, science and culture. During the year, twelve such fellowship-holders and experts from various countries came to India.

12.24. Indian Participation in Unesco-assisted International Conferences, Meetings, Seminars, etc., Sponsored by the Commission: The Commission, as in earlier years, arranged for Indian participation in the various international conferences, expert meetings, seminars, workshops, etc., either organised or assisted by UNESCO. The more important conferences and seminars in which India participated are:

- (1) Meeting of Experts on Education and Family Planning at UNESCO Headquarters, Paris, on April 20-24, 1970;
- (2) Meeting of the Steering Committee convened by UNESCO at its Headquarters in Paris on April 27-28, 1970 to work out a detailed plan for the first International Training Programme in Curriculum Development and Innovation;
- (3) Expert meeting on Engineering Education held at UNESCO Headquarters, Paris, on July 21-24, 1970;
- (4) Training Course in Documentation Techniques organised by the Japanese National Commission for UNESCO in collaboration with UNESCO at Tokyo from July 20 to August 21, 1970.
- (5) Meeting of Experts on Education for International Understanding and Peace with special reference to moral and civic education convened by UNESCO at its Headquarters in Paris on August 17-28, 1970;

- (6) UNESCO Regional Course for the Production and use of Mass Media for Family Planning Programme in Asia held at Seoul (Republic of Korea) from September 14 to October 10, 1970;
- (7) Seminar on Geo-Chemical Prospecting Methods and Techniques held at the University of Ceylon on September 10-20, 1970; and
- (8) Inter-Regional Training Course for Documentalists and Information Officers held in the USSR from 28th September to 23rd December 1970;

12.25. Unesco International Coupon Scheme: The Commission continued to operate the UNESCO Coupon Scheme designed to assist institutions and individuals working in the fields of education, science, culture mass communication, to import books and educational materials from foreign countries on payment in Indian rupees. Coupons worth Rs. 5,30,000 approximately were sold during the year up to the end of January, 1971.

12.26. Grants by the Indian National Commission for Co-operation with Unesco: The Commission sanctioned the following grants-in-aid during the year:

- (1) Rs. 20,000 to the Asiatic Society, Calcutta, towards preparing a descriptive catalogue of manuscripts and documents relating to Central Asia in the Indian Archives;
- (2) Rs. 7,500 to the All-India Federation of Educational Associations, New Delhi, for meeting a part of the expenditure on the organization of "World Community Heroes Competition", and the organisation of a seminar on School Improvement in the Seventies;
- (3) Rs. 3,500 to the United Schools Organisation of India, New Delhi, for meeting part of the expenditure on the holding of an All India Teachers' Seminar on "25 Years of United Nations and International Education Year";

- (4) Rs. 1,400 to the Secretary, Calcutta Art Society, Calcutta for meeting expenses on the circulation in India of UNESCO travelling exhibition of Reproductions of the Drawings of Leonardo da Vinci;
- (5) Rs. 66,000 to the Southern Languages Book Trust, Madras, for the publication of Tamil edition of 'Unesco Courier';
- (6) Rs. 10,000 to the Indian Women's League for Peace and Freedom, New Delhi, for the organization of seminar on "Women's Education and Their Role in the Second Development Decade";
- (7) Rs. 2,000 to the Indian Federation of UNESCO Clubs, Delhi, for the holding of UN Workshop;
- (8) Rs. 6,275 to the Sangeet Natak Akademi, New Delhi, for organizing a cultural programme on the inaugural function of International Education Year, 1970;
- (9) Rs. 13,000 to the Association of Delhi Montessorians for the organization of an All-India Seminar on the theme, 'Montessorie's Method' and publication of a seminar volume on Madame Maria Montessorie's contribution to educational thought and practice;
- (10) Rs. 20,000 to the University Grants Commission, New Delhi, for the organization of a seminar on 'Open University';
- (11) Rs. 5,000 to the National Geographical Society of India, Varanasi, for the organization of an international symposium on 'Rural Settlements in South Asia';
- (12) Rs. 3,000 to the Indian Association for Programmed Learning, Baroda, for the organization of 4th Annual Conference on Programmed Learning and Educational Technology;

- (13) Rs. 1,30,000 to the National Council of Educational Research and Training, New Delhi, for the organization of a Regional Asian Seminar for Leaders of Youth Science Activities and the General Assembly of International Coordinating Committee for the Presentation of Science and the Development of Out-of-School Scientific Activities;
- (14) Rs. 5,000 to the United Schools Organisation of India, New Delhi, for meeting a part of the expenditure on an All-India Teachers' Seminar on the theme, 'International Year for Action to Combat Racism and Racial Discrimination';
- (15) Rs. 2,000 to the Mysore United Nations Association, Bangalore for holding a Summer School on the United Nations;
- (16) Rs. 3,600 to the Indian Council of World Affairs, New Delhi, to meet part of the expenditure on a fellowship;
- (17) Rs. 3,750 to Gandhi Peace Foundation, New Delhi as the first instalment for the preparation of the manuscript of a book on Acharya Vinoba Bhave;
- (18) Rs. 1,00,000, to Sri Aurobindo Society, Pondicherry, as the second instalment for construction of pavilions in educational part of Auroville;
- (19) Rs. 2,000 to Indian Federation of University Women's Association, Nagpur, for organisation of seminar and debate in the context of I.E.Y.; and
- (20) Rs. 5,000 to the Indian Council for Child Welfare, New Delhi, to meet part of the expenditure on the holding of first Indian Camps of Children's International Summer Villages Programme.

C: CULTURAL RELATIONS WITH OTHER COUNTRIES

12.27. India continued her efforts to develop and strengthen cultural relations with other countries. Besides entering into cultural agreements and drawing up cultural exchange programmes, incoming and outgoing delegations—performing and non-performing—constitute a significant part of these activities, an account of which for the year is given in the following paragraphs.

12.28. **Cultural Agreements:** Instruments of ratification of the Cultural Agreement between the Governments of India and Brazil signed in September, 1968 at Rio-de-Janeiro (Brazil) were exchanged in New Delhi on May 27, 1970. The Agreement came into force 30 days after the exchange of the instruments of ratification. It envisages the development of contacts between the two countries in the fields of culture, art, science, technology and education. A Cultural Agreement between India and Kuwait was signed in Kuwait on November 2, 1970 by the Indian Ambassador and the Education Minister of Kuwait on behalf of India and Kuwait respectively. The Agreement provides for co-operation in the fields of education, science and culture through various fields such as exchange of scholars, experts, journalists, grant of scholarships, promotion of tourism, cooperation in the field of film and television and visits of cultural troupes, etc. A Cultural Agreement with Uruguay is likely to be signed shortly.

12.29. **Cultural Exchange Programmes:** A number of cultural exchange programmes were drawn up during the year. They are: (i) The Second Indo-Mongolian Cultural Exchange Programme for 1970-71 and 1971-72 signed at New Delhi on May 22, 1970, formulated in pursuance of the Cultural Agreement which India and Mongolia entered into in 1961; (2) The 10th Indo-Soviet Cultural Exchange Programme for 1970-71 signed on June 12, 1970 at New Delhi; (3) Indo-Bulgarian Cultural Exchange Programme for the year 1970 and 1971 signed on June 25, 1970 at Sofia; (4) Indo-Yugoslav Cultural Exchange Programme for 1970-72 signed on July 1, 1970 at Belgrade; and (5) The Indo-Czechoslovak Cultural Exchange Programme for 1970-71 and 1971-72 signed on November 30, 1970 at New

Delhi. In the functions held at the capital the programmes were signed by the Ambassador on behalf of the country concerned and by the Secretary/Additional Secretary of the Ministry on behalf of India; and at those held in the capitals of other concerned countries, by our Ambassadors in those countries on behalf of India and the First Deputy Chairman of the State Committee for Cultural Relations in the case of Bulgaria and Secretary of the Federal Commission for Cultural Relations for Serbia in the case of Yugoslavia. The programmes generally envisage cooperation in various fields of science, technology, education, art, culture, film, radio, television, etc. Besides, the First Indo-FRG Joint Committee met at New Delhi on December 7-9, 1970 and agreed upon certain proposals for the promotion of cultural cooperation between the two countries. The Programme was signed on 9th December, 1970.

12.30. Incoming Delegations: To promote mutual understanding and good-will and to foster closer relations with foreign countries, a number of cultural delegations and art exhibitions are invited to visit India every year under the various Indo-foreign cultural exchange programmes and the cultural activities programme of the Ministry. The cultural delegations invited to visit India from foreign countries consist of performing delegations, non-performing delegations, journalists, educationists, officials, musicians, writers, painters, scholars, Indologists, etc., and art exhibitions comprising paintings, contemporary paintings, theatre art, photographs and graphic arts, posters, etc. Till March 31, 1971, 36 cultural delegations (performing and non-performing) from USSR, France, Yugoslavia, Poland, Sweden, Hungary, Burma, Brussels, GDR, Sikkim, Bhutan, Ghana, FRG, Singapore, Libya, Mauritius, Kenya and Bulgaria visited India.

12.31. Outgoing Delegations: Performing delegations sent abroad during 1970-71 are: (a) an 8-member Shahnai troupe of Ustad Bismillah Khan to Expo 1970, in Osaka; (b) a 20-member dance-music ensemble to visit USSR, GDR, and Yugoslavia during June-August, 1970 for giving performance there; (c) a 17-member Kathakali troupe of the Kerala Kala Mandalam to parti-

participate in the Asian Dance Festival in Osaka, in August, 1970 and then to visit Hongkong, Indonesia, Australia, and Fiji; and (d) a Manipuri dance troupe of the Triveni Kala Sangam, New Delhi, for Expo. 1970 at Osaka and then to visit Venezuela, the Caribbean countries, Panama and Mexico. Among the non-performing delegations sponsored for visit to various countries under the Cultural Exchange Programmes mention may be made of: (a) Swami Ranganathananda, Ramakrishna Mission, Calcutta, to France and Yugoslavia in April, 1970; (b) Dr. Maheshwar Neog-Musicologist, writer and critic from Assam and Prof. E. Nilakanta Singh, writer, philosopher and dancer from Manipur to visit Hungary and GDR for study, exchange of experience and delivering lectures on Indian art and culture; (c) Prof. Antsher Lobo to participate in the Prague Spring Music Festival from May 29, 1970 to June 4, 1970; (d) Prof. S. Maqbul Ahmad to visit Tunisia and Lebanon for a week each in May, 1970; (e) Shri Prabhat Ganguli to visit Hungary and the USSR for study of folk dance and the art of choreography in September-October, 1970; (f) Shri Tapas Sen, the well-known theatre expert, to participate in the Berlin Festival of Theatre and Music in Berlin from September 27, to October 11, 1970; and (g) Mrs. Frainy Satarwala to participate in the V International Competition and Festival "George Enescu" at Bucharest in September, 1970.

12.32 Travel Subsidy: A travel subsidy to the extent of 50 per cent return economy class air fare was sanctioned to three performing delegations, namely, a 7-member dance troupe of Smt. Indrani Rahman to France in May-June, 1970; Shri Debabrata Chaudhuri, Sitar artiste and his accompanist, to the United States in September-October, 1970, and an ensemble of dance/music artistes to participate in the Festival of Indian Arts organised by the Sanskritik Centre of Indian Arts, London, in September-October, 1970. Similar travel subsidy for non-performing delegations included Shri P. N. Rajabhoj, President, Indian Buddhist Society, Bombay for participation in the world Buddhist Congress, Hong Kong in August, 1970; Smt. Kanta Dogra, President of the Delhi Centre of the Ikebana for participation in the Second World Convention 1970, for the Ikebana International

in Tokyo on October 4-9, 1970; Prof. Samir K. Ghosh for participation in the 7th World Congress of Sociology held at Vienna on September, 14-19, 1970; and Shri Laxman Pai in connection with his exhibition tour of countries in South East Asia during April-June, 1970.

12.33. Exhibitions: Rs. 1000 were sanctioned to the Sangeet Natak Akademi, New Delhi, for expenditure on account of compilation and despatch by air, of art objects to and from London, in connection with the exhibition of Arts of India organised by the Sanskritik Centre of Indian Arts, London. An Exhibition of Modern Art compiled by the Lalit Kala Akademi, New Delhi, on behalf of the Ministry has been sent to Japan for display from November, 1970 to February, 1971.

12.34. Presentation of Art Objects: As in the past, the programme of presentation of Indian art and other objects abroad, continued. The articles included musical instruments, Indian handicrafts, silk pieces and children's paintings, etc. Beneficiary, organisations abroad included, the Asian Musical Circle, London; the National Museum in Port of Spain, Trinidad; the Museum of Textile, Lyon, France; Children's Museum, Algeria; Schools of Orphan Children of War Veterans, Sidi-Ferrech, Algeria; Centre de Darna, Motre Dama D Afrique, Algeria; and the Museum of the Royal Tropical Institute, Amsterdam.

12.35. India Office Library: A draft Agreement for Arbitration between the Government of the U.K., on the one hand and the Governments of India and Pakistan on the other, received from the Government of the U.K. has been under examination in the Ministries of External Affairs, Law and Education and Youth Services. On the basis of this examination the matter will be taken up by the Ministry of External Affairs with the Government of the U.K. and Pakistan.

12.36. Jawaharlal Nehru Award for International Understanding: The Jawaharlal Nehru Award for International Understanding continued to be administered by the Indian Council for Cultural Relations, New Delhi. The Award for the year 1968 was made to Mr. Yehudi Menuhin.

12.37. Indian Council for Cultural Relations, New Delhi:

The administrative control of the ICCR has been transferred to the Ministry of External Affairs, New Delhi in accordance with the Presidential Notification dated April 22, 1970. However, some items which had been entrusted to the ICCR for the last several years, continued to be implemented by the Council on behalf of this Ministry.

D: FINANCIAL ALLOCATIONS

12.38. The following statement gives the financial allocations for the various major schemes described in this chapter for 1970-71 and 1971-72:

(Rs. 000's)

S.No.	Item	Provision for 1970-71		Budget Estimates 1971-72
		Original	Revised	
1	2	3	4	5
1.	Government of India's Contribution to Unesco.	3,654	3,654	3,006
2.	Asian Institute for Educational Planning and Administration, New Delhi	485	583	591
3.	National Staff College for Educational Planners and Administrators, New Delhi . . . . .	..	50	275
4.	Grants for Programmes of Indian National Commission for Unesco	160	160	250
5.	Grants for Auroville International Cultural Township	100	100	300
6.	Cultural Activities Abroad (like travel subsidy, exhibitions, art objects etc.) and Grants for International Cultural Organisations	3,520	3,280	2,705
7.	Cultural Delegations from Abroad and Grants for International Cultural Activities	1,125	991	991

CHAPTER XIII

ADULT EDUCATION AND LIBRARIES

13.01. While the programmes relating to libraries and special publications on gazetteers and other volumes were continued during the year, some significant strides were made in the field of adult education.

A: ADULT EDUCATION

13.02. **National Board of Adult Education:** Constituted by a Government resolution on 5th December 1969, the National Board of Adult Education marks an important milestone in the history of advising, guiding, promoting, formulating and coordinating the varied activities, it represent the concerned Ministries/Departments of the Union Government, educationists, workers' and farmers' organisations and other voluntary organisations working in the field. The inaugural meeting of the Board was held at New Delhi on May 4, 1970 under the chairmanship of Prof. V. K. R. V. Rao, Union Minister of Education and Youth Services, who is also the chairman of the Board. Besides him and Shri Bhakt Darshan, Minister of State for Education and Youth Services, the following four Union Ministers, who are members of the Board, also attended the meeting: Dr. S. Chandrasekhar, the then Minister of State for Health and Family Planning, Shri I. K. Gujral, then Minister of State for Information and Broadcasting, Dr. (Smt.) Phulrenu Guha, the then Minister of State for Social Welfare, and Shri K. C. Pant, Minister of State for Steel and Heavy Engineering. Quite a few State Education Ministers also attended the meeting. The Board considered the various problems of adult education in the country placed before it in 8 agenda items, including notes/suggestions received from State

Governments, the concerned Union Ministries and also members of the Board.

13.03. The adoption of 14 comprehensive resolutions on various aspects of the problem of adult education and adult literacy, that may be well be called a national blue print for a massive drive for the eradication of illiteracy was the major feature of this meeting. The resolutions, brought out in print, were circulated among the State Education Ministers, vice-chancellors of the Indian universities, national as well as vice-chancellors of various organisations and the other concerned agencies.

13.04. **National Seminar on Adult Education:** The next significant activity was the holding, as part of the programmes for the International Education Year, 1970, of the National Seminar on Adult Education on the theme, 'Adult Education in the Seventies'. It was held at Bangalore under the chairmanship of Prof. V. K. R. V. Rao, Union Minister for Education and Youth Services, on September 8-10, 1970. Inaugurated by Shri Shankara Gowda, Education Minister of Mysore, the 3-day Seminar discussed 9 different aspects of adult education covering international experiences, functional literacy programme, pilot projects in adult literacy and adult education in rural and urban areas, library services, reading materials, training, research and evaluation of functional literacy, the role of universities in adult education as well as the role of voluntary organisations in the promotion of adult education and adult literacy. The report of the Seminar, has been circulated among the states and union territories at the level of Education Ministers requesting them to increase adequately the allocations for adult education in the State Plans of the Fourth Five-Year Plan.

13.05. **International Literacy Day:** The International Literacy Day was observed in the country on 8th September, 1970, as in earlier years, but with a difference. To facilitate the observance of the Day in a more befitting manner, the Ministry had provided to all the State Governments and Union Territory Administrations a detailed work-plan as well as guidelines. It

was also specifically recommended that this year, which has been declared as the International Education Year, the country should observe Adult Literacy Week, September 8 to 14, that would help to stimulate national consciousness on the subject and mobilise national support for a mass campaign for the removal of adult illiteracy. In Delhi, the Day was celebrated in a largely attended function held with Shri Bhakt Darshan, Union Minister of State for Education and Youth Services, as the Chief Guest.

13.06. Kisan Saksharta Yojana (Farmers' Training and Functional Literacy Project): Operated jointly by three Union Ministries, viz., Food and Agriculture, Education and Youth Services, and Information and Broadcasting, the project has been in receipt of assistance from the UNDP (Special Fund). The functional literacy programme, one of the three components of the joint project, is included in the Fourth Plan, in the Central sector, with an allocation of Rs. 2 crore. During the Plan period (1969-74), it is proposed to cover 100 districts in the country synchronising with coverage of 100 high-yielding varieties programme districts under the farmers' training programme of the Ministry of Food and Agriculture. The scheme is implemented by the concerned State Governments/Union Territory Administrations, who are responsible for conducting functional literacy classes in the selected H.Y.V.P. districts in their respective states/union territories. The functional literacy programme was started initially in 3 districts in 1967-68. Since then it is being progressively extended from year to year. It was extended to 7 more districts in 1968-69; to 15 additional districts in 1969-70; and again to 35 more districts in 1970-71. The total coverage of districts under the programme would thus be 60 by the end of 1970-71. About 51,000 adult farmers have already benefited by the programme and about 64,000 farmers are presently undergoing courses in the functional literacy classes under the programme.

13.07. Pilot Projects in Adult Literacy: It was at the specific suggestion of Prof. V. K. R. V. Rao, Union Minister for Educa-

tion and Youth Services, that the National Board of Adult Education recommended the initiation of pilot projects on adult literacy in various parts of the country with accent on mobilising maximum public participation. The proposal found enthusiastic and unanimous support at the National Seminar on Adult Education, at Bangalore in September, 1970, referred to earlier. A scheme has accordingly been prepared which visualises complete eradication of illiteracy in about 10 per cent of the districts in India covering about 10 million illiterate adults in the first phase during the Fourth Plan. The main approach is to involve the State Governments and the district administrations and the local people in implementing this programme on a pilot basis. In the pilot projects and in the entire programme of liquidation of illiteracy, it has been emphasised that, under the present circumstances, literacy can be successfully achieved if the work is done by educated people, students of colleges, universities and the senior students of secondary schools and teachers on an honorary basis. Without this unorthodox approach, it would not be possible to tackle illiteracy on a large scale within the constraints of limited financial resources. This proposal was also considered at the Meeting of the State Education Secretaries on December 28-29, 1970 at New Delhi. The details of the plan of operation of the pilot project scheme were broadly approved by the state education secretaries. A small group was set up to go into the pattern of expenditure on the scheme spelling out the responsibilities of the Centre, the State Governments, local authorities and benevolent persons in this regard. The Group has submitted its report and indicated the pattern of expenditure on the scheme.

13.08. Assistance to Voluntary Organisations Working in the Field of Adult Education: The scheme was revised by a working group providing for liberalised terms and conditions of assistance to voluntary organisations working in the field of adult education. The revised scheme was considered also at the first meeting of the National Board of Adult Education on May 4, 1970. It was widely circulated among the State Governments, Union Territory Administrations, voluntary organisations,

emphasising the need for taking up meaningful adult literacy projects. An advisory committee has been set up to process and screen the applications for grants. Up to February 1971, the committee approved 10 individual projects recommending a total grant of Rs. 5.64 lakh to be released in suitable instalments.

13.09. Workers Social Education Institutes: The multi-faceted activities of the Institutes at Indore and Nagpur in the various fields of adult education, civic education, vocational education, etc. were continued during the year. During the year, a decision was taken to set up an expert group to formulate concrete proposals for the expansion of the activities and programmes of these institutes. Accordingly, the 5-member Expert Group, visited the institutes to gain first-hand knowledge of their problems and prospects before formulating its view and recommendations. The report of the Expert Group has been received and is under consideration.

13.10. Mohammed Reza Pahlavi and Nadezhda K. Krupskaya Prize: It is an international prize awarded by UNESCO every year to an individual or institution of outstanding merit, which has registered some special success in the fight against illiteracy. It is gratifying to note that in 1970 the International Jury accorded "Honourable Mention" to the Literacy House, Lucknow. A function was held on December 16, 1970 at New Delhi at which the Union Education Minister handed over to Mrs. Welthy Fisher of Literacy House, Lucknow, the prize of this award.

13.11. Prize Competition of Books for Neo-Literates: During the year, the XV Prize Competition of Books for Neo-literates was organised. 40 prizes of Rs. 1000 each were to be awarded to the authors of printed books or manuscripts, in 14 Indian Languages. 322 entries had been received as below: Hindi 106, Assamese 7, Bengali 18, Gujarati 9, Kannada 22, Kashmiri 3, Malayalam 16, Marathi 35, Oriya 17, Punjabi 17, Sindhi 14, Tamil 34, Telugu 16 and Urdu 8.

13.12. **Directorate of Adult Education:** In view of the recommendation of the NCERT Review Committee 1968, under the chairmanship of Dr. B. D. Nag Choudhury, Member (Science), Planning Commission, the question of transferring the Department of Adult Education from the NCERT to the Ministry of Education and Youth Services, to be renamed "Directorate of Adult Education" was being considered. The Directorate, it was finally decided, would come into being as a subordinate office from March 1, 1971 and orders to this effect were issued. The Directorate has already come into being, as mentioned earlier.

B: LIBRARIES

13.13. **National Library, Calcutta:** The significant activities of the Library during the period are briefly outlined below.

(a) *Accessions:* The total number of books accessioned during the period was 14,975. Of these 895 were maps. The number of volumes received under the Delivery of Books Act was 14,889, including 1918 maps.

(b) *Gifts and Exchange:* As many as 2091 volumes of books and 3780 issues of periodicals were received as gifts from sources, both Indian and foreign. 246 books and 1887 issues of periodicals were added on exchange and 119 books and 21 periodicals were sent to different institutions with whom exchange relation is maintained.

(c) *Processing:* A total number of 18,111 volumes in European and Indian languages were fully processed. Of these 2316 were maps.

(d) *Readers' Service:* The Reading Room enrolled 3,361 members while the Lending Section had 951 new members. As many as 1,76,052 readers utilised the Library to whom 64,401 volumes were issued for reference work. The number of requisition slips received and attended to in the Stack Division was 3,28,894. The Lending Section issued 55,873 volumes.

(e) *Bibliography Service*: The Bibliography Division compiled as many as 36 bibliographies consisting of 2951 entries.

(f) *Reprography Service*: The newly established Reprography Division microfilmed as many as 2,00,000 book pages for research scholars and 8,000 metres of film were processed. 2000 photo copies were made. Microfilm photo copies of the research material worth Rs. 6,000 including Rs. 1,800 in foreign exchange were supplied to research scholars.

During the period under review, the microfilming of the old files of "The Modern Review" and "The Calcutta Review" was continued and positive copies of master negatives were prepared.

(g) *Exhibitions*: The National Library extended its co-operation to the Sahitya Akademi in organising an exhibition of books on Lenin, in connection with its symposium on Lenin and Indian Literature held at the National Library Annexe on August 30, 1970.

13.14. Recommendations of the Jha Committee and the One-Man Enquiry Committee, National Library, Calcutta: Copies of the reports of the Jha Committee as well as the one-man Enquiry Committee headed by Justice G. D. Khosla respectively on the working of the National Library, Calcutta and on the strained relations among the members of its staff were placed before Parliament together with statements indicating action taken on the various recommendations contained in these reports.

13.15. Central Reference Library, Calcutta: One monthly issue of the Indian National Bibliography, the main feature of the Library's work, viz., October 1967, was published during the period. 5 language fascicules of the Indian National Bibliography have also been published during the period, while the five-year cumulated index of the Indian National Bibliography, 1958-62 was nearing completion in the press. The printing of the list of subject headings has been completed. This publication will be of great use to the libraries of this country, for this has

been designed to be the only comprehensive subject headings to assist librarians in this country in their work in this regard.

13.16. Delhi Public Library, Delhi: The Delhi Public Library consists of a central library, 4 branch libraries, one sub-branch library, 9 community libraries, 15 deposit stations and 4 mobile library vans visiting 54 stations once a week. Among its special features, mention may be made of the library service of Braille literature for the blind, a library for the inmates of the Central Jail, Tihar, and hospital libraries in Hindu Rao Hospital and G. B. Pant Hospital. The Library is thus rendering its services at 89 points in the Union Territory of Delhi. During the period, April 31-October 31, 1970, 24,172 volumes were added to the Library raising the book-stock to 4,69,262 out of which 2,74,818 were in Hindi, 1,02,243 in English, 61,275 in Urdu, 25,681 in Punjabi, 1501 in Sindhi and 3744 in Braille.

13.17. On October 31, 1970, the registered membership of the Library stood at 1,37,543. The total number of books issued up to this date was 12,88,399. During the period under report 32,657 volumes were got bound. During the period, about 38,734 adults and 12,211 children participated in cultural activities like lectures, discussion, dramas, film shows and television viewings, organised by the Library. The Library had 1903 gramophone records which were borrowed about 6051 times up to October 31, 1970.

13.18. Khuda Bakhsh Oriental Public Library, Patna: The Khuda Bakhsh Oriental Public Library Act, 1969 which seeks to declare and financially assist it as an institution of national importance was passed by Parliament in December, 1969. The Act came into force from July 21, 1970. The Khuda Baksh Oriental Public Library Board was set up under the chairmanship of the Governor of Bihar in accordance with the provisions of the Act.

13.19. Central Library, Bombay: This is one of the three recipient libraries under the Delivery of Books and Newspapers

(Public Libraries) Act, 1954. The pattern of assistance to the Maharashtra Government to be provided during the Fourth Plan for the administration of the Act has been decided. Central assistance will include non-recurring grant for constructing additional accommodation at two-thirds of the actual expenditure but not exceeding Rs. 5 lakh and recurring grants will cover 50 per cent of the additional recurring expenditure over and above the level of expenditure in 1960-61.

13.20. **T.M.S.S. Mahal Library, Thanjavur:** The question of declaring and assisting financially the T.M.S.S. Mahal Library, Thanjavur, as an institution of national importance has been under the consideration of the Ministry in consultation with the Government of Tamilnadu and the library authorities.

13.21. **Raza Library, Rampur:** The question of declaring and assisting financially the Raza Library, Rampur, as an institution of national importance has also been under the consideration of the Ministry in consultation with the Government of Uttar Pradesh and the Board of Trustees of the Library.

13.22. **Grants to Public Libraries:** Under the scheme, grants-in-aid are given to public libraries for the purchase of books, equipment and furniture and also for the construction of library buildings on the recommendation of the State Government/Union Territory Administration concerned. The grants for the purchase of books, equipment and furniture are limited to 60 per cent of the total approved estimated expenditure, and for the latter to 40 per cent of the total approved estimated expenditure, not exceeding Rs. 30,000 in each case. During 1970-71, public libraries conducted by voluntary educational organisations were assisted with a total grant of Rs. 2,18,200.

13.23. **Central Secretariat Library:** Housed in Shastri Bhavan, New Delhi, the Central Secretariat Library continued, as in earlier years, to provide reference services and lending facilities to the employees of all the ministries, departments, and attached and subordinate offices, public undertakings and govern-

ment-financed autonomous bodies situated in the Capital. Reference services and consultation facilities were also provided to scholars and research workers from various universities and other institutions from all parts of the country. During the period 4608 volumes were added to the library; their language-wise break-up being:

1. Assamese	16
2. Bengali	41
3. English	3292
4. Gujarati	55
5. Hindi	468
6. Kannada	52
7. Malayalam	8
8. Marathi	67
9. Oriya	25
10. Punjabi	174
11. Tamil	43
12. Telugu	26
13. Urdu	85
14. Sindhi	221
15. Sanskrit	35
	4608

About 1000 periodicals and 2500 government publications were received during the period under report. The total membership of the library registered the figure of 7500, including 3089 new members enrolled during the period.

13.24. The Library expanded its documentation activities and a new half-yearly periodical, "Youth Services Abstracts" was brought out. This contains abstracts on youth and their problems out of various journals received in the Library. "Indian Education Abstracts" and "Current Education Literature" which

are respectively going through the 15th and 12th year of their publication were brought out regularly.

13.25. The Students' Information Services Unit attended to about 6500 enquiries regarding facilities of different courses of study and educational facilities in India and abroad. This unit also supplied the students' advisory bureaux, employment information and guidance bureaux attached to various universities with the latest informative material on educational courses in India and abroad. "Educational Facilities in India and Abroad", a quarterly mimeographed publication, continued to be brought out. The material on courses of study in India and abroad was collected and compiled for the use of students who visit the library for such information. The Sixth National Seminar of the Representatives of Students' Advisory Bureaux was held on February 2-7, 1971 at Jaipur. It was attended by a large number of students' representatives from various universities and educationists of India.

C: FINANCIAL ALLOCATIONS.

13.26. The financial allocations for the various schemes described in this chapter during 1970-71 and 1971-72 are as below:

(Rs. in 000's)

S.No.	Item	Provision for 1970-71		Budget Estimates 1971-72
		Original	Revised	
1	2	3	4	5
1.	National Board of Adult Education	15	10	15
2.	Farmers' Training and Functional Literacy Project	2,696	2,696	4,000
3.	Assistance to voluntary Organisations working in the field of Adult Education	800	800	2,500

1	2	3	4	5
4. Worker's Social Education Institutes		196	194	200
5. Prize Competition of Books for Neo-literates		183	180	150
6. Directorate of Adult Education		1	1	205
7. National Library, Calcutta .		3,920	3,338	3,821
8. Central Reference Library, Calcutta		370	369	457
9. Central Library, Bombay .		200	98	200
10. Raza Library, Rampur .		25	..	50
11. Delhi Public Library, Delhi .		1,704	1,664	2,222
12. T.M.S.S. Mahal Library, Thanjavur		165	..	200
13. Khuda Bakhsh Oriental Public Library, Patna		140	140	150
14. Grants to Public Libraries .		500	300	300

CHAPTER XIV

EDUCATION IN UNION TERRITORIES

14.01. The Government of India bear a special responsibility for education in the union territories. The territories of Goa, Daman and Diu, Manipur, Pondicherry and Tripura have their own Legislatures and exercise powers specified in the Government of Union Territories Act 1963. Delhi has a Metropolitan Council and an Executive Council which function according to the provisions of the Delhi Administration Act 1966. The other territories have no Legislatures. Himachal Pradesh was also a union territory with its own Legislature. This territory has become a full-fledged state with effect from January 25, 1971. An account of educational activities in the union territories during the year is given in the following paragraphs.

A: ANDAMAN AND NICOBAR ADMINISTRATION

14.02. **Educational Facilities:** There are 155 educational institutions in this territory, 1 government degree college, 1 teachers' training school, 3 pre-primary schools, 124 junior basic schools, 17 senior basic schools and 9 higher secondary schools with a total enrolment of 14,823 (8803 boys and 6036 girls). The total number of teachers is 696 (472 males and 224 females) trained teachers being 550 (396 males and 181 females). Compulsory education up to primary stage was in force in headquarters area only. Efforts are being made to extend the same to South Andaman rural area. At the lower and higher primary stages, syllabuses and books prescribed by the Delhi Directorate of Education are followed, while in higher secondary stage those of the Central Board of Secondary Education, New Delhi, are followed, and at the university stage, Punjab University courses and books are followed, since the college is affiliated to the Punjab University. Education up to higher secondary stage is free. Mid-day meals are provided to school

children @ 20 paise per school day per student up to higher primary stage. Free books are given to those students whose parents' income is less than Rs. 2000 per annum. Hostel facilities exist in all the higher secondary and two senior Basic schools. Hostellers are given Rs. 30 per month as stipends to meet the expenses for meals, etc. Free travel concession to students coming from rural areas studying in higher primary and secondary schools is also provided in the form of bus or ferry service. 65 scholarships were awarded for higher education on the mainland.

14.03. Science Teaching: Science subjects have been introduced in all the higher primary and higher secondary schools. The UNESCO pattern of science teaching has been introduced in the higher primary classes of Hindi-medium schools.

14.04. Teachers' Training: There is one Junior Basic Teachers' Training School at Port Blair. The intake capacity of the school was raised from 50 to 100 with effect from the academic session 1969-70. Seminars and workshops for the teachers/teacher-trainees are arranged with the help of the NCERT.

14.05. Special Facilities for Scheduled Tribe Students: There are no scheduled castes in the Islands, but only scheduled tribes exist. One higher secondary school and 4 senior Basic schools and 23 junior Basic schools and one pre-primary school in the Nicobar group of Islands cater particularly for such scheduled tribe students. A junior Basic school at Little Andaman provides facilities to Onges children. It has been decided to award two merit scholarships in each class in each school—one to a boy and the other to a girl tribal student. Additional stipends at Rs. 10 per month per student will be granted to tribal students staying in the hostel. At present there are only three tribal students undertaking post-higher secondary courses. Scholarships are given to them in addition to maintenance allowance, tuition and other fees. Two hostels have been set up for scheduled tribe students in Car Nicobar and Nancowrie Islands.

14.06. **Adult Literacy:** There are 33 literacy centres at present in the Islands. To strengthen the administrative machinery for the implementation of social education programmes, one social education organiser and a lady extension officer have recently been appointed, in addition to the three existing extension officers.

14.07. **Budget:** In 1970-71, the expenditure on general education is estimated to be Rs. 20,09,000 for Plan schemes and Rs. 35,83,000 for non-Plan schemes. In 1971-72, the expenditure is expected to be Rs. 24,39,000 for Plan schemes and Rs. 38,96,000 for non-Plan items.

B: CHANDIGARH

14.08. **Enrolment:** Enrolment during the year at various stages has been as below:

1) Classes I—V	25,700
2) Classes VI—VIII	11,600
3) Classes IX—XI	7,400
4) Higher Education	15,200

No new institution was started during the year, due to shortage of accommodation. However, 30 additional posts of teachers and six lecturers were given to the existing institutions to cope with the additional enrolment.

14.09. **Improvement of Facilities:** Subject to limitations of funds, programmes of providing new classrooms were continued. Thus new buildings for a primary school, a nursery school, additional accommodation in two government higher primary schools, a commerce block and an administrative block in the Government College for Boys, additional 30-seat hostel accommodation in the Government College for Women and residential quarters for the principal of the Home Science College have

either come up or are under construction. The milk feeding programme, started in collaboration with the CARE authorities during 1968-69, has been extended to rural areas this year and 10,500 students are at present being covered under it. To improve the examination techniques, a special project was undertaken at the State Institute of Education.

14.10. Sports: A skating ring has been recently completed. A regular programme has been drawn up for the various coaches for visiting the various institutions, particularly at the school stage. The second All India Invitations Hockey Tournament was organised in October, 1970. A Pre-Asian Championship Basketball tournament was also organised with the help of the Department.

14.11. Museum: The building of Museum of Evolution of Life will be completed shortly.

14.12. Budget: The expenditure on education for 1970-71 is estimated at Rs. 103.14 lakh for the non-Plan schemes and Rs. 6.98 lakh for the Plan items. For 1971-72, the estimates for non-Plan schemes are Rs. 105.26 lakh and Rs. 10.70 lakh for Plan schemes.

C: DADRA AND NAGAR HAVELI

14.13. Educational Facilities: There are 4 pre-primary schools, 137 primary schools and 4 high schools in the territory, besides 12 non-government recognised aided primary schools and 1 non-government recognised private unaided school. The enrolment is as under:

(a) Pre-Primary Stage	. . .	203
(b) Primary Stage	. . . . .	8674
(c) High School Stage	. . .	909

There is co-education at all stages of education in all schools. Post-matric scholarships are regularly granted to those pursuing

higher education outside the territory, and in need of them. Free education up to secondary school certificate examination is provided. Free midday meals are supplied to all existing 137 primary schools and to 4 pre-primary (Balmandir) schools attached to the 4 Central primary schools. Textbooks, note books, slates, etc. are supplied free to the pupils of primary and secondary schools. Clothes are also supplied free of cost to scheduled caste, scheduled tribe and backward class students of primary schools. All the primary and secondary schools are supplied with articles and instructional materials. Spinning and weaving is being taught from standard V to VII in 21 primary schools. Vocational subjects have also been introduced at the two full-fledged high schools at Silvassa and Naroli. The central primary schools are supplied with books for their school libraries. Besides, there are 2 public libraries at Silvassa and Naroli run by the Administration. Physical education forms a compulsory part of school programmes. NCC activities are carried on at the two high schools. There are school mothers in these schools to look after the daily cleanliness of the pupils. 53 government primary schools are run in pukka buildings and 4 in semi-pukka ones, while the remaining 80 are in private rented houses. All the four high schools are run in pukka buildings.

14.14. Hostel Facilities: There are 8 government social welfare hostels including one ashram-type school at Rakholi village run by the Administration. Besides there are 2 social welfare hostels run by voluntary organisations.

14.15. Science Teaching: Facilities for science teaching exist in primary schools—conducting classes V to VII. Necessary instruction materials have been supplied to them. In all the four high schools there exist well-equipped laboratories.

14.16. Budget: For 1970-71 the expenditure on general education is estimated to be Rs. 6,99,000 for Plan schemes and Rs. 10,90,000 for non-Plan items. The corresponding figures for 1971-72 are 6,95,000 and Rs. 10,41,000 respectively.

D: DELHI

14.17. School Education: There has been a marked expansion in school education during the year. The number of students of the age-group 6-17 has increased from 3,18,000 to 3,34,000. 32,000 students in 6-11 age-group, 12,000 in 11-14 and 14,000 in 14-17 were given admission this year. 19 government and 2 government-aided higher secondary schools were opened during the year.

14.18. University Education: The Delhi Administration opened a new college at Shahdara this year wherein 350 students were given admission. Apart from this, admission facilities were given to about 1,000 students after creating additional seats in the existing colleges. This was with a view to giving admission to all students, eligible under the Delhi University rules.

14.19. Correspondence Courses (Patrachar Vidyalaya): Introduced in 1968-69, the scheme is designed to prepare those students for the higher secondary examination who are not able to continue their studies after the 8th class. The students are charged Rs. 50 only as an annual fee. The number of students under this scheme has increased from 1342 to 3900 this year. In the Vidyalaya's Personal Contact programme conducted from November '70 to February, 1971 about 1072 students participated and took advantage of the personal help offered.

14.20. Transfer of Middle Schools: Education from 6th class to 8th class is imparted in higher primary as well as secondary schools. The higher secondary schools were administered by the Directorate of Education, Delhi, while the former were controlled by the Delhi Municipal Corporation. To have unified control on these schools, 413 higher primary schools and 11 higher secondary schools have been transferred from the Delhi Municipal Corporation to Delhi Administration during the year.

14.21. School Buildings: 19 new higher secondary schools have been opened during the year in tents and efforts are being

made to construct buildings for these schools as early as possible. An amount of Rs. 8 crore has been estimated for construction of the school buildings, out of which an amount of Rs. 1.40 crore was kept for 1970-71 for the purpose.

14.22. Girls' Education: To give incentive for girls' education, the girl students are charged half of the tuition fee prescribed for boys. Where the number of girl students is sizable, separate girls' schools have been opened. In 10 rural areas free bus conveyance has been provided to about 1100 girl students to enable them to attend the nearby schools.

14.23. Science Teaching: Facilities for teaching physics and chemistry in 7 schools and biology in 21 schools were extended this year. The last phase of teaching science in higher primary classes introduced in 1968-69 under the UNESCO project was completed this year. The project has been extended to the 413 higher primary and 11 higher secondary schools also which have recently been transferred from the Corporation to the Delhi Administration. A pilot project for teaching science to class III and IV students in lower primary schools has also been started with the help of American experts, for which 40 teachers have been trained. 70 scholarships at Rs. 20 p.m. under the Junior Science Talent Search Scheme have been introduced to popularise science education.

14.24. Adult Education: The adult education programme was started by the Directorate of Education in 1950 when social education centres were opened in many villages. In July, 1970, the male centres were closed and thus 68 female centres are now left in Delhi villages to function.

14.25. Scholarships: At present 19 scholarships and other financial assistance schemes are being implemented by the Administration.

14.26. Special Facilities for the Scheduled Caste/Scheduled Tribe Students: Scheduled caste students are given post-matric scholarships ranging from Rs. 27 to Rs. 75 p.m. Pre-matric

scholarships ranging from Rs. 30 to 60 per annum are also given to scheduled caste students of classes V-XI. Examination fees are re-imbursed to these students appearing at the higher secondary examination. Besides, all scheduled caste students studying in Kasturba Vidyalaya are given scholarships @ Rs. 35 to Rs. 40 per month.

14.27. **Budget:** Expenditure on general education for 1970-71 is estimated at Rs. 1,61,08,000 for Plan schemes and Rs. 17,85,95,000 for non-Plan schemes. In 1971-72, the expenditure is expected to be Rs. 2,51,13,000 on Plan-schemes and Rs. 16,65,07,000 for non-Plan schemes.

E: GOA DAMAN & DIU

14.28. **Primary Education:** There are 934 lower primary schools as against 931 during 1969-70. The enrolment in classes I-V is 1,13,968 as against 1,13,550 during 1969-70. At the higher primary stage there are 204 institutions with an enrolment of 34,618 as against 32,383 during 1969-70. Two crafts, viz., card-board modelling leading to carpentry, and kitchen-gardening leading to agriculture were introduced. Midday meals programme has been introduced for school children in backward areas covering about 4,500 children for about 100 days. Construction of 120 classrooms was either completed or nearing completion. In addition, about 15 quarters for primary teachers in backward areas where housing facilities are not available were built.

14.29. **Secondary Education:** During the year there were 181 high schools as against 177 during 1969-70. The enrolment in classes IX-XI was 19,018 as against 16,910 during 1969-70. Three technical high school centres are also run by the Government. Buildings to accommodate 8 out of the 10 high schools established in rural areas during the last four years, have been constructed.

14.30. **University Education:** There are in all 5 arts and science colleges and one commerce college in this territory. Besides a postgraduate centre established by the Board of

University is also functioning effectively, entirely financed by the Government. The total university enrolment is 5,057 as against 1,608 during 1969-70.

14.31. Training of Teachers: Necessary steps have been taken to ensure that the inservice teachers get themselves trained. For this purpose the intake capacity of the Government Primary Teachers' Training College at Porvorim is proposed to be increased from the present capacity of 200.

14.32. Education of Girls: There are 18 aided institutions for girls run by private societies. These include 17 secondary schools and one arts and science college. There are in addition co-educational institutions at secondary level. The girls' enrolment in standards V-XI is 26,795 out of 69,417, the percentage of girls thus being 38.6. The enrolment of girls in primary schools is 43,102 out of 98,207, the percentage of girls being 43.9. The over-all percentage of girls enrolled for school education is 41.7. A scheme for the 'Development of Girls' Education' has been included in the Fourth Plan which includes part-time courses for girls.

14.33. Scholarships and Other Concessions: Free education is provided till standard VIII in all the schools. Freeships are also given to political sufferers and their dependents, children of displaced goldsmiths, children of teachers and service personnel as also to backward class students. In addition to freeships, backward class students are also given stipends towards the cost of books and other school material.

14.34. Adult Education: The scheme of eradication of illiteracy was continued during the year with an intensive literacy drive in about 8 to 9 villages covering population of 6,000 approximately.

F: HIMACHAL PRADESH

14.35. Primary Education: 60 lower primary and 61 higher primary schools were newly started or upgraded raising

the total number of lower primary schools to 3739 and higher primary schools to 701 in the Pradesh. The estimated enrolment, during the year, of 6-11 age-group children is 15 lakh.

14.36. 10 higher primary schools were granted Rs. 500 each, an equal amount being contributed by the local village community. 6 free hostels are run for about 450 students. Incentives were provided in the form of free writing materials in classes I and II and free textbooks in classes I-VIII. There are three pre-vocational training centres functioning in the Pradesh.

14.37. **Secondary Education:** During the year 28 additional high schools were started raising the number to 382 including 75 higher secondary schools. A State Board of School Education was established in the Pradesh during 1969-70 to conduct all school-level examinations.

14.38. **Higher Education:** The total college enrolment during the year was of the order of 10,000 boys and 2,500 girls. There are 17 colleges for general education (including 6 non government) besides a Regional Centre for Postgraduate Studies. During the year, a non-government college has been started.

14.39. **Social Education:** About 2000 adults were made literate under the literacy programme of the Education Department. During 1970-71 the literacy in the Pradesh is estimated to be around 28 per cent. against 21 per cent. in 1961. The Department had been running one Central State Library at Solan, 7 district libraries and 2 mobile library services.

14.40. **Teachers' Training:** For the training of teachers, the Department of Education runs 6 training schools for junior teachers and 3 colleges of education for graduate teachers. Facilities are also available for training of teachers for home science, Hindi, Sanskrit, physical education and arts and crafts.

14.41. Special Education: There are 8 Sanskrit institutions (3 non-government) with a total enrolment of approximately 400 students. M.A. classes in Sanskrit were started in the State Institute of Languages this year. For training in fine arts, the Department has been running a College of Fine Arts, Music and Dancing at Simla.

14.42. Education of Girls: There are 12 lower primary, 52 higher primary, 24 high and 13 higher secondary schools for girls. Generally, there is co-education at the primary stage and no separate primary schools for girls are opened by the Department unless it is absolutely essential.

14.43. Facilities for Scheduled Castes and Tribes Students: Scheduled caste and scheduled tribe children are provided free tuition in schools up to the secondary stage. The Government is running four free hostels for such children where they get the facility of free meals, residence and clothing. Two such hostels are also functioning in Bir Bhargal area of Kangra district.

14.44. Science Teaching: General Science is taught to those students who do not offer elective science as one of their subjects. During the year, 15 lower primary and 10 higher primary schools were covered under the UNICEF-aided project of science education.

G: LACCADIVE, MINICOY AND AMINDIVI ISLANDS

14.45. Educational Facilities: There are 6 nursery, 19 lower primary, 8 higher primary, 4 high, and one higher secondary schools and one *balawadi* attached to J. B. School for Girls. The total number of children on rolls is 7,121 as against 6,697 in 1969-70.

14.46. Education of Girls: Three senior Basic and four junior Basic schools are functioning exclusively for girls. A separate girls' section for high school classes has been opened in the High School, Kalpeni, during 1969-70. A separate girls' hostel is functioning in two places. As an incentive to girls'

education, two sets of uniforms (skirts and blouses and black veil for head wear) are supplied to girl students. Grown-up girls students are supplied with two half saris (*dhavaries*) in addition. Of the 7,121 students on rolls, 2,692 are girls as against 2,539 in 1969-70.

14.47. Science Teaching: General science is taught in all schools as a compulsory subject. To spot brilliant students in science at the higher secondary stage, a Science Talent Search Scheme has been implemented.

14.48. Scholarships and Other Concessions: The inhabitants of the territory are all Muslims classified as scheduled tribes. Education is free at all stages in this territory. Facilities for education only up to the higher secondary stage are available in the territory and students desiring to take up higher education go to the mainland. There are 138 scholarship-holders in the mainland institutions for various courses and 358 scholarship-holders in the Island schools. 58 students have been newly admitted for various courses in the mainland institutions—all on scholarships over and above free concessions. Students studying in pre-degree/B.A./B.Sc. classes and other degree courses in government colleges and residing in the attached hostels, on the mainland, are allowed actual expenses instead of scholarships. The students accommodated in Island hostels are also allowed hostel expenses. Textbooks and writing materials are supplied free to all school students. Free midday meals are also given to all school children in the nursery, junior Basic and senior Basic schools/sections.

14.49. Adult Literacy: Adult education classes are conducted under Social Education Pilot Project Scheme to eradicate illiteracy. This scheme also envisages a women welfare programme, a youth welfare programme and training in health habits. Reading room-cum-libraries are established in all islands to cater particularly for the needs of the neo-literates, besides others.

14.50. Budget: In 1970-71, the expenditure on general education is estimated at Rs. 5,00,000 for Plan schemes and

Rs. 16,26,000 for non-Plan schemes. In 1971-72 the expenditure is expected to be Rs. 5,00,000 for Plan schemes and Rs. 16,91,000 for non-Plan schemes.

H: MANIPUR

14.51. Educational Facilities: There were 2,397 lower primary/junior Basic, 379 higher primary/junior high and 123 high/higher secondary schools during 1969-70. There were 13 colleges of general education and 11 colleges of professional and special education, including a law college, art college, college of dance and music, etc. The pre-medical class exists in the Government D.M. College. There was one private technical institute imparting training in diploma course. This institute is being converted into a full-fledged government polytechnic.

14.52. Girls' Education: While education is free up to class VIII, girls' education is free till the end of the secondary stage. Some scholarships are reserved for girls. Besides, the Administration has been implementing special programmes like the award of attendance scholarships, special merit scholarships, payment of financial assistance to poor and needy girls, construction of sanitary blocks, etc., by way of incentives for girls' education.

14.53. Science Teaching: General science is taught as a compulsory subject to classes III-VIII and as optional in high school classes. The Administration is taking action for the introduction of science in the Government Girls' College. A separate College of Science is also being started.

14.54. Scholarships and Other Concessions: Nearly 80 per cent of the students prosecuting higher studies avail themselves of the scholarships offered under schemes like National Scholarships, State Merit Scholarships, Teachers' Children Scheme, Hindi Scholarships and Lower Income Group Scholarships.

14.55. Teachers' Training: Every year 100 graduate teachers are deputed for B.T. training, 100 undergraduate teachers for senior Basic training and 505 teachers for junior Basic teachers'

training. For Hindi teachers' training, 40 primary teachers were deputed. 15 Hindi teachers of high schools were also deputed for training at Agra. 12 physical education teachers were deputed for training outside Manipur. Besides some high school teachers were deputed for B.Ed. (Basic), home science and other special courses.

14.56. Special Facilities for Scheduled Caste and Scheduled Tribe Students: All scheduled caste and scheduled tribe students are exempted from the payment of tuition fees. They are given scholarships for pre-matric as well as post-matric studies. Grants were given for the construction of school buildings, teachers' quarters and hostels for the tribal schools on 50 per cent sharing basis.

14.57. Adult Literacy: One Book Competition for the Adult Neo-literates was conducted. 5 prize-winning books were published and copies purchased for the village libraries.

I: PONDICHERRY

14.58. Educational Facilities: Adequate educational facilities from the primary to the university stage and for technical education have been provided in the Territory. There are 259 lower primary, 81 higher primary and 46 high schools and 7 colleges including the one run by Sri Aurobindo Ashram and another run by the French Government. Besides, there are two teacher training centres, four pre-vocational training centres, one junior technical school, one polytechnic, one school of nursing run by the Administration Medical Department and one post-graduate medical education and research institution administered by the Government of India. Two special institutions, namely, (1) School for the Blind, and (2) School for Deaf and Dumb are catering to the needs of the handicapped children. Seats are reserved for the territory students in the colleges and institutions of the neighbouring states for the courses that are not offered in this territory. For the benefit of employees in government, quasi-government and private firms, evening colleges with two-year

P.U.C. are functioning at Pondicherry and Karaikal. During the year, 2 new pre-primary schools, 65 additional classes in the lower primary stage, 35 additional classes in the higher primary stage, 15 additional classes in high schools and one new high school have been opened; the third year classes of the degree courses introduced in 1968-69 and the second year class of B.A. (Tamil) degree for women have also been opened. Besides, postgraduate courses in mathematics and economics and B.Sc. degree course in home science have been introduced. A new college at Mahe with a two-year pre-degree course affiliated to the Calicut University and a junior college with two-year intermediate course at Yanam have been opened. With the starting of these two colleges, higher education facilities can be said to have been provided in all the regions of the territory.

14.59. Girls' Education: There are 14 lower primary, 17 higher primary and 12 high schools and one college exclusively for girls. The steps taken to encourage girls' education include: (i) the introduction of free education up to the end of P.U.C.; (ii) award of various post-matric scholarships for poor and meritorious girl students for prosecuting higher studies; (iii) free supply of school stationery for the children in standards I-III in government schools; (iv) free midday meals; (v) posting of women teachers in mixed schools in rural areas and the payment of a special monthly allowance to them to work in rural areas, etc. Besides, attendance scholarships and merit scholarships are awarded to girl students at the school stage. State Council for Women's Education has been functioning to advise the Education Department in the promotion of girls' education.

14.60. Science Teaching: Study of science at the school stage is compulsory. Science subjects have also been included among the electives in secondary schools. Additional scientific equipment have been provided for some of the higher primary schools and three selected high schools provided with laboratory equipment, furniture, books, etc.

14.61. Scholarships and Other Concessions: Mid-day meals augmented by CARE supplies are provided for all the students

in government schools up to the V standard. Schemes like the award of Pondicherry Merit Scholarships, Scholarships to the Children and Grand-Children of Political Sufferers, Scholarships to the Children of School Teachers, National Merit Scholarships, National Loan Scholarships, etc., are implemented to help poor and deserving students to prosecute their studies. Besides, scheduled caste students are awarded scholarships by the Harijan Welfare Department.

14.62. Adult Literacy: The Education Department is conducting one social education centre and four adult literacy centres. Four more adult education centres have been opened during the year. Besides these, the Block Development Department, the Harijan Welfare Department and the Social Welfare Department are running adult schools in the territory.

14.63. Budget: The expenditure on education for 1970-71 is estimated at Rs. 34.99 lakh for Plan schemes and Rs. 123.765 lakh for the non-Plan items. The corresponding figures for 1971-72 are Rs. 52.60 lakh and Rs. 128.033 lakh respectively.

J: TRIPURA

14.64. Educational Facilities: There are 368 pre-primary (including balwadi centres), 1,417 lower primary, 230 higher primary, and 87 high/higher secondary schools and 6 general degree colleges with a postgraduate wing in one college, 1 degree college for engineering, 1 polytechnic institute, 1 music college, and 51 Sanskrit tols, madarsas and mukhtabs. The enrolment figures are given below:

(a) Lower Primary Stage	1,87,313
(b) Higher Primary stage	46,189
(c) High/Higher Secondary Stage	19,901
(d) University/College Stage	5,705
(e) Sanskrit Tols, Madarsas & Mukhtabs	1,769

14.65. Girls' Education: One degree college, 11 higher secondary schools and 3 senior Basic schools are being run exclusively for girls, while in other institutions co-education is followed. Education for girls is free up to the higher secondary stage and for girl students belonging to scheduled tribes/castes, it is free up to the collegiate stage. During 1970-71, the Administration was considering the question of awarding attendance scholarships to girl students in classes II-V and giving dresses to poor girls in classes III-VIII. To encourage women teachers to serve in rural and backward areas, it was proposed to construct women teachers' quarters and sanitary blocks attached to schools.

14.66. Science Teaching: It is proposed to develop a Science Unit in the Department and to extend facilities to science teachers for training and higher education. A programme providing each school and college with well-equipped laboratories, equipment and trained teachers has been in the offing.

14.67. Scholarships and Other Concessions: There are a number of schemes for the grant of scholarships. Book grants are given to the diligent students in indigent circumstances. Free textbooks worth Rs. 23,000 were distributed to students belonging to scheduled tribe/caste students in classes I-II. Various types of special facilities are being provided to students of scheduled castes and scheduled tribes and other backward classes such as reservation of seats, at the collegiate level, exemption from the payment of tuition fees, examination fees, supply of free textbooks, book grants, free dresses, hostel facilities, boarding house stipends and scholarships for higher studies. Children of primary schools have been provided with mid-day meals.

14.68. Adult Literacy: During the year, it was proposed to start 50 adult literacy centres, 20 social education centres, 20 balwadis, 2 Sishu Ranga, 2 reading-cum-information centres and to organise training, study tours, seminars, etc., of social education workers. Awards to youth clubs/mahila mandals for literacy drive were also proposed.

CHAPTER XV

PILOT PROJECTS, CLEARING HOUSE FUNCTIONS AND SOCIAL SCIENCE RESEARCH

15.01. In this chapter, are described mainly those programmes of the Ministry which represent its coordinating role and the clearing house functions of the Union Government in the field of education. With such programmes are grouped some that do not strictly fall in line with the nature of activities, described in earlier chapters.

A: PILOT PROJECTS

15.02. Following the recommendations of the conference of State Education Secretaries in May, 1969, programmes of pilot projects in the various crucial fields of education have been taken up in conjunction with the State Governments mainly with a view to promoting innovation. These programmes also include intensive educational district development projects that integrate education with economic planning in selected districts of the country, also on a pilot basis.

15.03. Intensive Educational District Development Project: Intensive educational district development projects have been initiated in one district each in Bihar (viz. Darbhanga), Maharashtra (viz. Jalgaon), Mysore (viz. Bellary) and Punjab (viz. Sangrur) to identify and try out concrete programmes for linking up the educational structure in the districts with their over-all economic and social development, with special reference to employment, productivity, and social justice. The Union Minister of Education & Youth Services inaugurated the project of Bellary on June 3, 1970 and that of Jalgaon on September 20, 1970.

15.04. During 1970-71 it was proposed to conduct survey and studies on the basis of which the project reports would be prepared and then programmes formulated. The schedules and questionnaires relating to occupation surveys were finalised in consultation with an Expert Committee of Social Scientists under the chairmanship of Director, Asian Institute of Educational Planning & Administration. Necessary sanctions for the appointment of project staff for conducting surveys and advance action programmes were issued. Project staff were appointed and training programmes organised.

15.05. A study on polytechnical education and work experience in schools of the GDR was made in 1969 and it was found that the system of polytechnical education, as it is being worked out in the GDR, has many good features which are relevant to the programmes of introducing work experience and vocationalisation of education in India. The services of an expert in the field of work experience, have been obtained from the GDR, in the middle of January, 1971 to advise on the introduction of programmes of work experience in the districts selected for the projects.

15.06. **Other Educational Projects:** The Study Groups or (i) Pilot Projects in the Field of Vocationalisation of Education at School Stage and (ii) Pilot Projects at the School Stage submitted their reports in July, 1970. These reports were considered in the Conference of the Education Secretaries and D.P.I.'s held on August 10-11, 1970 at Delhi. The conference generally approved the reports of two study groups and recommended that the pilot projects might be initiated in one district in each state excluding those where the intensive educational district development projects had been introduced. The programme in each selected district should begin with the following two surveys:

- (a) Surveys of the existing facilities of institutions selected for work experience programme, and

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- (a) Surveys of the existing facilities of institutions selected for work experience programme, and

- (b) Occupational and training surveys on the lines of Osmanabad occupational surveys conducted by Maharashtra.

The Conference also decided that concrete programme of development should be drawn up after the surveys are over.

15.07. In view of the urgency of fulfilling the Constitutional objective in respect of universal education for all children till they complete 14 years of age the Conference recommended that pilot projects in this behalf should also be introduced and attempt made to enrol every child of the compulsory school to retain him/her at school till he/she completes 14 years of age. From this point of view, the following four major programmes, in the opinion of the conference, need to be emphasized:

- (a) Promoting girls' education;
- (b) Reducing wastage and stagnation;
- (c) Promoting education of children of scheduled castes, scheduled tribes and other weaker sections like landless labourers; and
- (d) part-time and continuation education.

In addition, the conference approved the setting up of a pilot project for the following programmes:

- (1) School complex;
- (2) Institutional planning;
- (3) Intensive use of radio programme for school education;
- (4) Improving science education in rural primary schools;
- (5) Strengthening career and guidance service for all students at school stage;
- (6) Work experience; and
- (7) Vocationalization of education at the school stage.

- (b) Occupational and training surveys on the lines of Orissa State occupational surveys conducted by Mahamakta.

The Conference also decided on concrete programme of development which to be taken up after the surveys are over.

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- (5) Strengthening career and guidance service for all students at school stage;
- (6) Work experience; and
- (7) Vocationalization of education at the school stage.

15.08. The Education Secretaries of States other than Mysore, Maharashtra, Punjab and Bihar were requested by the Union Education Secretary to select a district each for initiating the above pilot projects. The State Governments were informed that for the appointment of the project staff, assistance up to Rs. 20,000 and for carrying out various surveys and studies connected with the programmes of pilot projects, an assistance of Rs. 45,000 could be available. Proposals from the State Governments were in the process of being received. In the case of Gujarat and Kerala the amounts of Rs. 45,000 and Rs. 27,500 respectively were sanctioned for the project staff and survey for pilot projects. The States have selected the districts as given below:

State	District Selected
(1) Andhra Pradesh	Guntur
(2) Assam	Nowgong
(3) Gujarat	Baroda
(4) Haryana	Karnal
(5) Himachal Pradesh	Mahasu
(6) Kerala	Trichur
(7) Madhya Pradesh	Sehore
(8) Orissa	Puri
(9) Rajasthan	Jaipur
(10) Tamilnadu	Saidapet
(11) Uttar Pradesh	Sultanpur
(12) West Bengal	Burdwan

Selection was still to be made by Jammu and Kashmir, Meghalaya, and Nagaland.

15.09. The Conference of State Education Secretaries held on December 28-29, 1970 had detailed discussions about the

content of the various pilot project programmes particularly those relating to work experience and vocationalisation. The general consensus in the Conference was as under:

- (a) It would be desirable that all the states should implement these programmes simultaneously according to a time-bound programme.
- (b) State and district-level committees should be set up to advise in regard to the over-all programmes of the pilot projects.
- (c) Suitable cells should be set up immediately at the national and state levels to work out the details of the pilot project programmes in terms of syllabi, preparation of reading materials, training and orientation of teachers, location of institutions, requirements of equipment, etc.
- (d) It is necessary to ensure the right selection of the project staff right from the beginning. Steps will also have to be taken to appoint them as early as possible so that they are given adequate orientation at the national level on the content and implications of the various programmes, surveys and studies, proposed to be taken up in the selected districts.

B: CLEARING HOUSE FUNCTIONS

15.10. Reorganisation of the Statistical Unit: The Statistical and Information Division of the Ministry, organised in 1969-70 on the basis of the recommendations of the Committee on the Reorganisation of the Statistical Unit, is being strengthened to discharge its services more efficiently. A new Unit on Employment Studies was set up to identify areas which required urgent studies in relation to the employment of educated persons, particularly, those who have received secondary or university education.

15.11. The second meeting of the Standing Advisory Committee on Educational Statistics was held on February 4, 1970 to review the work done in the Statistics and Information Division and suggest measures for improvement in the working of the Division. The committee suggested that Volumes I and II of Education in India, may be merged into one publication for which the model design is to be prepared by the Division for the approval of the committee. A proposal for the mechanisation and computerisation of tabulation of educational statistics was suggested. A sub-committee was appointed for this purpose which was to study the proposal in detail. To make the current statistics available with a minimum time-lag, it was suggested that an abridged proforma, containing eight to ten selected items, might be designed in order to collect the statistics on these items quickly from the States.

15.12. **Fifth Conference on Educational Statistics:** The Fifth Conference on Educational Statistics was held at Puri on February 4-8, 1971 to discuss the problems that the State Governments/Union Territory Administrations face in the collection of educational statistics and suggest suitable measures to overcome these difficulties and thus reduce the time-lag in the collection and publication of educational statistics. It was attended by the representatives of some of the central organisations and union ministries, state governments, besides the officials of the Ministry.

15.13. **Study Group on Employment of Educated Persons:** A study group on employment of persons was set up consisting of 12 members with the Secretary, Ministry of Education & Youth Services, as chairman, and Director (Pilot Projects & Adult Education) in the Ministry as member-secretary.

15.14. **Publications:** The Statistical and Information Division brings out a number of regular publications, both printed and mimeographed, to publish the educational data and other educational information for wide dissemination. Among the printed Series, 'Education in India' brought out yearwise, and

'Directory of Institutions for Higher Education', brought out every two years deserve mention. A list of the titles brought out during the year is given at *Annexure F*.

15.15. Publications Unit: The Publications Unit of the Ministry is its main publishing agency although a few publications are brought out by a few other units/sections of the Ministry. The Unit has been bringing out regularly three quarterly journals, namely, 'The Education Quarterly' (at present in the 22nd year of its publication), 'Cultural Forum' (at present in the 13th year of its publication), and 'Sanskriti' Hindi counterpart of 'Cultural Forum' (also at present in the 13th year of its publication). Besides, the Unit brings out the various publications of the Ministry proper like the annual administrative report, reports of various committees, commissions, study groups, etc., set up by the Ministry, reports of important meetings, conferences, etc. convened by it and other pamphlets and brochures on the various subjects of its competence. During 1970-71, 40 such titles were brought out, among whom 8 were in Hindi and 4 were in diglot Hindi-English editions. It is proposed to bring out a Hindi counterpart of 'The Education Quarterly' and Hindi versions of as many titles of English publications as possible. Necessary steps for this purpose have been taken. A list of publications brought out during the year is given at *Annexure F*.

15.16. The Unit sells and helps to promote the sale of the various publications and journals brought out by it. Its casual sales depot, situated, as it is, in a central place like Connaught Circus in the Capital also sells publications of the various offices/organisations connected with the Ministry and also UNESCO publications as an agency of the UNESCO. The total sale during the year has been of the order of Rs. 31,430.55.

15.17. Copyright Unit: India is a member of International Conventions for the Protection of Literary and Artistic Works known as Berne Convention and Universal Copyright Convention. The Berne Convention was last revised in Stockholm in

1967. The new text contained, as an integral part of it, a protocol containing certain special relaxations in favour of developing countries. As these concessions have not been found readily acceptable to developed countries, discussions have been going on since 1967. It is now expected that there will be a Diplomatic Conference in July, 1971, when both the Conventions will be revised incorporating into both Convention certain agreed relaxations in favour of developing countries.

15.18. During 1970, copyright of 961 artistic works and 416 literary works was registered with the Copyright Office. The Copyright Board under the chairmanship of Justice J. K. Tandon, retired Judge of Allahabad High Court, held several meetings during 1970 and disposed of a number of cases.

C: GAZETTEERS AND OTHER PUBLICATIONS

15.19. **History of Freedom Movement:** The History of Freedom Movement is being brought out in three volumes. The first volume was published in 1961 and the second one in 1967. The Hindi version of the first volume has also been published in 1967. The final volume of the History of Freedom Movement is expected to be completed shortly.

15.20. **Gazetteer of India:** The scheme envisages the revision of the first four volumes of the Imperial Gazetteer of India. Volume 1 of the revised Gazetteer: Country and People which was published in 1965, is now being reprinted. Some of the chapters of this volume such as The Religions of India, The Physiography of India, The Languages of India, etc. are being brought out in the form of booklets as they have a wider public appeal. The booklets on 'Social Structure of India' and 'India-The Languages', have been published in 1970-71. "Volume II-History and Culture" is expected to be published by the end of 1971. "Volume III-Economic Structure and Activities" is being finally edited and made ready for the press. Most of the chapters of "Volume IV-Administration and Public Welfare" have been received from the contributors. These volumes are

expected to be published during the Fourth Five-Year Plan. It has also been decided to bring out the Hindi version of volume I of the Gazetteer of India.

15.21. **The Gazetteer of Bhutan:** The compilation of the Gazetteer of Bhutan was taken up in collaboration with the Royal Government of Bhutan. Contributors to various chapters have been appointed and the material received from them is being edited. The material received from the Bhutanese contributors is being translated into English. The manuscript is expected to be ready for the press by the end of 1971.

15.22. **The District Gazetteers:** Nearly half the work relating to the District Gazetteers has already been completed. Out of 330 and odd District Gazetteers, drafts of 167 have been completed, of which 145 have been approved for publication. The drafts of 16 more gazetteers were to be approved for publication by the end of 1970-71. The entire work is expected to be completed by the end of the Fourth Plan. The scheme was brought under the Central sector from the State sector of the Plan, from 1969-70 with 100 per cent central assistance subject to a ceiling of Rs. 60,000 (Rs. 44,000 for compilation and Rs. 16,000 for printing) per volume.

15.23. **Who's Who of Indian Martyrs:** The publication of three volumes containing brief life-sketches of those patriots who were hanged or killed during the country's struggle for freedom was taken up in collaboration with the Ministry of Home Affairs. The first volume, which includes the biographical sketches of the patriots who sacrificed their lives after the Great Revolt of 1857, till India got her independence in 1947, was published in October, 1969 to synchronise with the Gandhi Centenary Celebrations. The second volume will cover all those patriots who lost their lives in the course of the struggle for the liberation of the French and Portuguese possession in India. It will also include the martyrs of the former princely States. The Third volume will deal exclusively with the martyrs

of the Great Revolt of 1857. The material received from various sources is being edited and made ready for the press. The manuscript of the second volume is expected to be sent to the press shortly. The scheme is likely to be completed by February, 1972.

15.24. The Cultural Heritage Series:—The scheme for the compilation and publication of the Cultural Heritage Series in 27 volumes—one volume for each state and union territory—has been included in the Fourth Plan. The volumes are designed to help greatly in promoting the cause of national integration. The scheme is still in its preliminary stage of progress.

D: INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH

15.25. The Indian Council of Social Science Research which was established during 1969-70 for the primary objective of promoting and co-ordinating social sciences research in the country, vigorously pursued its objectives during the year under report.

15.26. The major programmes undertaken by the Council during the year included a survey of research done in different fields of social sciences, extending financial support to significant research proposals, initiating organised studies in significant areas such as the 5th General Elections, and problems of scheduled castes and scheduled tribes and Muslims in India. The Council instituted a scheme of research fellowships under which selected social scientists were assisted by salaries, allowances and contingent expenditure to carry out research projects.

15.27. As a supporting infra-structure to facilitate its research programmes, the Council established a Research Information Branch and a Documentation Centre. A vigorous programme of publications was undertaken during the year and a series of abstracts, monographs and bibliographies were brought out.

15.28 The expenditure of the Council during the year on its various programmes amounted to Rs. 27.22 lakh. The annual report of the Council is being laid separately on the table of the Houses of Parliament.

F: FINANCIAL ALLOCATIONS

15.29. The financial provisions for the programmes described in this chapter for 1970-71 and 1971-72 are as follows:

(Rs. in 000's)

S. No.	Item	Provision for 1970-71		Budget Estimate for 1971-72
		Original	Revised	
1	2	3	4	5
1.	Pilot Projects	2,000	1,360	4,075
2.	Statistical Programmes	203	95	165
3.	Printing and Publications	455	455	500
4.	Revision of District Gazetteer	1,100	900	1,100
5.	Indian Council of Social Science Research	2,500	2,770	4,100

ANNEXURE A

ATTACHED/SUBORDINATE OFFICES OF AND AUTONOMOUS BODIES ATTACHED TO THE MINISTRY

A: ATTACHED OFFICE

1. Director General
Archaeological Survey of India
Janpath, New Delhi

B: SUBORDINATE OFFICES

2. Director
National Gallery of Modern Art
Jaipur House, New Delhi
3. Curator, Indian War Memorial Museum
C/o Secretary (Education)
Delhi Administration, Delhi
4. Director
National Museum
Janpath, New Delhi
5. Director
National Archives of India
Janpath, New Delhi
6. Director
Central Hindi Directorate
First Floor, Wing No. 1, West Block No. VII
Ramakrishnapuram, New Delhi-22
7. Director General
National Fitness Corps Directorate
West Block No. VIII
R. K. Puram, New Delhi-22

8. Executive Director,
Asian Institute of Educational Planning
and Administration, Indraprastha Estate
New Delhi
9. Chairman, Commission for Scientific
and Technical Terminology, West Block No. VII
II Floor, Wing No. 1, Ramakrishnapuram
New Delhi-22
10. Librarian-in-charge
Central Reference Library
Belvedere, Calcutta-27
11. Librarian, National Library
Belvedere, Calcutta-27
12. Deputy Educational Adviser (Tech)
Eastern Regional Office
Ministry of Education and Youth Services
Government of India
5, Esplanade East, Calcutta
13. Deputy Educational Adviser (Tech)
Western Regional Office
Ministry of Education and Youth Services
Government of India
Industrial Assurance Building
2nd Floor, Opposite Churchgate Railway Station
Bombay-1
14. Assistant Educational Adviser (Tech)
Southern Regional Office, Ministry of Education and
Youth Services, Government of India
Block No. V, First Floor, Shastri Bhavan
No. 35, Haddows Road, Nungambakkam, Madras-6
15. Assistant Educational Adviser (Tech)
Northern Regional Office
Ministry of Education and Youth Services
Government of India
7/169, Swarupnagar, Kanpur-2

16. Director
Botanical Survey of India
14-Maidan Street, Calcutta-13
17. Director, Zoological Survey of India
34-Chittaranjan Avenue, Calcutta-13
18. The Director
National Atlas Organisation
50-A, Gariahat Road, Calcutta-13
19. Director
Anthropological Survey of India
27 Jawaharlal Nehru Road, Calcutta-13
20. Director
Directorate of Practical Training in Mining
Dhanbad
21. Surveyor General of India
Survey of India, Block No. 8
Hathi Barkala Estate, Dehra Dun (U.P.)
22. Director
Central Institute of Indian Languages, Mansa Gangotri
Mysore University Campus, Mysore
23. Director
Directorate of Adult Education
K-2 Hauz Khas
New Delhi-16

C: AUTONOMOUS ORGANISATIONS

1. Chairman
University Grants Commission
Bhadarshah Zafar Marg
New Delhi
2. Chairman
(Central Board of Secondary Education)
17-B Indraprastha Estate, New Delhi

3. Secretary
Tibetan Schools Society
Curzon Road Barracks, 'B' Block
New Delhi
4. Chairman
National Book Trust of India
A-5, Green Park, New Delhi-16
5. Director
Delhi Public Library
S. P. Mukherji Marg, Delhi-6
6. Joint Director
National Council of Educational Research and Training
NIE Campus, Mehrauli Road
(Opposite Aurobindo Ashram), New Delhi-16
7. Secretary
Sangeet Natak Akademi
Rabindra Bhawan
Feroze Shah Road, New Delhi-1
8. Secretary
Lalit Kala Akademi, Rabindra Bhawan
Feroze Shah Road, New Delhi
9. Secretary
Sahitya Akademi, Rabindra Bhawan
Feroze Shah Road, New Delhi
10. Managing Director
National Research Development
Corporation of India
Lytton Road, Mandi House, New Delhi
11. Director
School of Planning and Architecture
Indraprastha Estate, New Delhi

12. Director
Indian Institute of Technology
Hauz Khas, New Delhi-29
13. Director
Shri Lal Bahadur Shastri Rashtriya
Bharatiya Sanskrit Vidyapith Sabha, Nanda Lodge,
Shakti Nagar, Delhi-7
14. Director
Bal Bhavan and National Children Museum
Kotla Road, New Delhi
15. Commissioner
Kendriya Vidyalaya Sangathan
(Central Schools Organisation)
Nehru House, 4, Bahadur Shah Zafar Marg,
New Delhi-1
16. Director
Nehru Memorial Museum and Library
Timmurti House, New Delhi
17. Principal
Eastern Regional Institute for Training of
Teachers for Polytechnics
C/O Jnan Chandra Ghosh Polytechnic
7, Mayurbhanj Road, Calcutta-23
18. Director
Indian Museum and Library, 27, Jawaharlal Nehru Road
Calcutta-13
19. Secretary and Curator
Victoria Memorial Hall
Calcutta
20. Director
Indian Institute of Management
56-A, B. T. Road, Calcutta-50

21. Director
Central Institute of English
Hyderabad (Andhra Pradesh)
22. Director
Salar Jung Museum Board
Hyderabad (Andhra Pradesh)
23. Principal
Southern Regional Institute for Training of Teachers
for Polytechnics
Ministry of Education, Government of India
Adyar, Madras-20
24. Director
Indian Institute of Technology
P.O.I.I.T. Madras-36
25. Principal,
Western Regional Institute for Training of Teachers for
Polytechnics
Ministry of Education, Government of India
C/o S. V. Polytechnic, Bhopal
26. Director
Kendriya Hindi Shikshana Mandal
Gandhinagar, Agra
27. Director
Kendriya Sanskrit Vidyapeetha
Tirupati, Andhra Pradesh
28. Deputy Commissioner, Leh
Ex-Officio Secretary,
School of Buddhist Philosophy, Leh
29. Director
National Institute of Sports
Motibagh Palace, Patiala

30. Principal
Lakshmbai College of Physical Education
Gwalior, Madhya Pradesh
31. Director
Indian Institute of Technology
P.O.I.I.T., Powai, Bombay-76
32. Director
National Institute of Training in Industrial Engineering,
Powai, Bombay-76
33. Director
Indian Institute of Technology
P.O. Kharagpur Technology, Kharagpur (S.E. Railway)
34. Director
Indian Institute of Technology
P.O. Kalyanpur Campus, Kanpur
35. Member Secretary
Indian Council of Social Science Research
IIPA Hostel, Ring Road, New Delhi
36. Director
Indian Institute of Science, Bangalore
37. Director
Indian Institute of Management,
Ahmedabad-6
38. Director
Indian Institute of Advanced Study, Rashtrapati Niwas,
Simla
39. Director
National Institute of Foundry and Forge Technology
C/o Heavy Engineering Corporation Ltd.
P.O. Dhurwa, Ranchi-4

40. Member Secretary
National Council of Science Education
9, Ring Road, Lajpat Nagar IV, New Delhi
41. Principal
Technical Teachers' Training Institute
Sector 26, Chandigarh-19
42. Director
Indian School of Mines, Dhanbad
43. Director, Board of Apprenticeship Training, Southern
Region, C/o Southern Regional Office, Ministry of Edu-
cation and Youth Services, No. 35, Haddows Road,
Madras-6
44. Director
Board of Practical Training, Eastern Region
Jadavpur University Campus, Calcutta-32
45. Director
Board of Apprenticeship Training
Northern Region, 7/169, Swarupnagar
Kanpur
46. Director
Board of Apprenticeship Training
Western Region, C/o Western Regional Office
Ministry of Education and Youth Services
Vir Nariman Road, Bombay-20

ANNEXURE B
**UNIVERSITIES AND OTHER COMPARABLE INSTITU-
TIONS OF HIGHER EDUCATION**
UNIVERSITIES

1. Agra University
Agra
Uttar Pradesh
2. Aligarh Muslim University
Aligarh
Uttar Pradesh
3. Allahabad University
Allahabad-2
4. Andhra University
Waltair
Andhra Pradesh
5. Andhra Pradesh Agricultural
University, Camp Office
Dilkusha, Hyderabad-1
Andhra Pradesh
6. Annamalai University
Annamalainagar P.O.
Tamilnadu
7. Assam Agricultural University
Jorhat-4
8. Awadesh Pratap Singh
Vishwavidyalaya
Rewa
Madhya Pradesh

9. Banaras Hindu University
Varanasi-5
Uttar Pradesh
10. Bangalore University
P.B. No. 5017
Bangalore-1
Mysore
11. Berhampur University
Berhampur-4
Ganjam
Orissa
12. Bhagalpur University
Bhagalpur-7
Bihar
13. Bhopal Vishwavidyalaya
Arera Colony, Habib Ganj
Bhopal-6
Madhya Pradesh
14. Bihar University
Muzaffarpur
Bihar
15. Bombay University
Bombay-32
Maharashtra
16. Burdwan University
Rajbati, Burdwan
West Bengal
17. Calcutta University
Calcutta-12
West Bengal
18. Calicut University
Calicut University P.O.
Calicut-5
Kerala

19. Delhi University
Delhi-7
20. Dibrugarh University
Dibrugarh
Assam
21. Gauhati University
Gauhati-14
Assam
22. Gorakhpur University
Gorakhpur
Uttar Pradesh
23. Gujarat University
Navrangpura
Ahmedabad
Gujarat
24. Gujarat Ayurveda University
Dhanvantri Mandir
Jamnagar
Gujarat
25. Guru Nanak University
Post Box No. 111
Amritsar
Punjab
26. Haryana Agricultural University
Hissar
Haryana
27. Himachal Pradesh University
Simla
28. Indira Kala Sangeet Vishwavidyalaya
Khairagarh
Madhya Pradesh

29. Indore University
Indore-1.
Madhya Pradesh
30. Jabalpur Vishwavidyalaya
Jabalpur
Madhya Pradesh
31. Jadavpur University
Calcutta-32
West Bengal
32. Jammu University
Jammu (Tawi)
Jammu and Kashmir
33. Jawaharlal Nehru University
Vigyan Bhawan Annexe
Maulana Azad Road
New Delhi-11
34. Jawaharlal Nehru Krishi
Vishwavidyalaya
Krishinagar
Jabalpur-4
Madhya Pradesh
35. Jiwaji University
Vidyavihar
Gwalior-2
Madhya Pradesh
36. Jodhpur University
Jodhpur
Rajasthan
37. Kalyani University
Post Office Kalyani
West Bengal

38. Kameshwar Singh Darbhanga
Sanskrit University
Darbhanga
Bihar
39. Kanpur University
P. B. No. 308
7-Sarvodaya Nagar
Kanpur
Uttar Pradesh
40. Karnatak University
Dharwar-3
Mysore
41. Kerala University
Trivandrum-1
Kerala
42. Kashmir University
Amar Singh Bagh
Hazarathbal
University Campus
Srinagar-6
Jammu and Kashmir
43. Kurukshetra University
Kurukshetra
Haryana
44. Lucknow University
Lucknow
Uttar Pradesh
45. Madras University, Chepauk, Triplicane
Madras-5
Tamilnadu
46. Madurai University
Madurai-2
Tamilnadu

47. Magadh University
Bodh Gaya
Bihar
48. Maharaja Sayajirao University
of Baroda
Baroda-2
Gujarat
49. Mahatma Phule Krishi
Vidyapeeth, Rahuri
Distt. Ahmednagar
50. Marathwada University
Aurangabad (Dn.)
Maharashtra
51. Meerut University
Meerut
Uttar Pradesh
52. Mysore University
Karya Soudha
Crawford Hall
Post Box No. 14
Mysore
53. Nagpur University
Nagpur
Maharashtra
54. North Bengal University
P.O. North Bengal University
Raja Ramohanpur
Darjeeling
55. Orissa University of
Agriculture and Technology
Bhubaneswar-3
Orissa

56. Osmania University
Hyderabad-7
Andhra Pradesh
57. Panjab University
Chandigarh-14
58. Patna University
Patna-5
Bihar
59. Poona University
Ganesh Khind
Poona-7
Maharashtra
60. Punjabi University
Patiala
Punjab
61. Punjab Agricultural University
Ludhiana
Punjab
62. Rabindra Bharati
6/4, Dwarkanath Tagore Lane
Calcutta-7
West Bengal
63. Rajasthan University
Jaipur
Rajasthan
64. Rajendra Agricultural University
Patna
Bihar

65. Ranchi University
Ranchi
Bihar
66. Ravishankar University
Raipur
Madhya Pradesh
67. Roorkee University
Roorkee
Uttar Pradesh
68. Sambalpur University
Budharaja
Sambalpur
Orissa
69. Sardar Patel University
Vallabh Vidyanagar
Via-Anand Railway
Gujarat
70. Saugar University
Sagar
Madhya Pradesh
71. Saurashtra University
Kavishri Nanalal Marg
Dharampur House
Rajkot-1
Gujarat
72. Shivaji University
Kolhapur-4
Maharashtra
73. S.N.D.T. Women's University
Bombay-20 (B. R.)
Maharashtra

74. **South Gujarat University**
Navyug College Bhawan
Bander Road, P. B. No. 49
Surat-1
Gujarat
75. **Shri Venkateswara University**
Tirupati
Andhra Pradesh
76. **Udaipur University**
Library Buildings
Pratap Nagar
Udaipur
Rajasthan
77. **University of Agricultural Science**
Malleswaram
Bangalore-3
Mysore
78. **Utkal University**
Vani Vihar
Bhubaneswar
Orissa
79. **U.P. Agricultural University**
Pant Nagar
Nainital
Uttar Pradesh
80. **Varanaseya Sanskrit Vishwavidyalaya**
Varanasi
Uttar Pradesh
81. **Vikram University**
Ujjain
Madhya Pradesh

- 82. Visva-Bharati
Shantiniketan
West Bengal
- 83. Punjabrao Krishi Vidyapith
Akola
Maharashtra

INSTITUTIONS DEEMED TO BE UNIVERSITIES UNDER
U.G.C. ACT (3)

- 1. Birla Institute of Technology
and Science
Pilani
Rajasthan
- 2. Gujarat Vidyapeeth
Ahmedabad-14
Gujarat
- 3. Indian Agricultural Research
Institute
New Delhi-1
- 4. Gurukul Kangri Vishwavidyalaya,
Hardwar
Uttar Pradesh
- 5. Indian Institute of Science
Bangalore
Mysore
- 6. Indian School of Mines
Dhanbad
Bihar
- 7. Jamia Millia Islamia
Jamia Nagar
New Delhi-25

8. Kashi Vidyapeeth
Varanasi
Uttar Pradesh
9. Tata Institute of Social Science
Sion-Trombay Road, Deonar
Bombay-88 (A.S.)
Maharashtra

INSTITUTIONS OF NATIONAL IMPORTANCE

1. All India Institute of Medical
Sciences
New Delhi-16
2. Hindi Sahitya Sammelan
(Prayag), Allahabad
Uttar Pradesh
3. Indian Institute of Technology
Hauz Khas
New Delhi-29
4. Indian Institute of Technology
I.I.T. Post Office
Kanpur-16
Uttar Pradesh
5. Indian Institute of Technology
Kharagpur-2
West Bengal
6. Indian Institute of Technology
I.I.T., Post Office
Madras-36
Tamilnadu
7. Indian Institute of Technology
Powai
Bombay-76
Maharashtra

8. Indian Statistical Institute
203, Barrackpore
Trunk Road
Calcutta-35
West Bengal
9. Postgraduate Institute of Medical
Education and Research
Chandigarh

ANNEXURE C
INDIAN SCHOLARS STUDYING ABROAD

Country	Number of Scholars as on 31-12-1969	Number of Scholars sent during 1970	Total Number of Scholars as on 31-12-1970
1	2	3	4
Australia	8	..	8
Austria	6	6	8
Belgium	6	2	8
Bulgaria	3	..	1
Canada	36	18	54
Ceylon	3	..	3
Czechoslovakia	18	1	19
Denmark	5	2	7
Federal Republic of Germany (West Germany)	148	30	168
France	92	5	126
Ghana	..	1	1
Greece	2	2	2
Hungary	14	2	13
Italy	14	..	12
Japan	22	5	9
Netherlands	25	29	31

I	2	3	4
New Zealand	3	..	2
Nigeria	1	..	1
Norway	8	20	27
Poland	23	3	26
Romania	4	..	2
South Korea	1	..	1
Spain	1	..	..
Sweden	7	5	7
Switzerland	2	..	2
Turkey	1	1	2
UAR	20	..	20
UK	175	95	251
USSR	350	53	328
Yugoslavia	20	..	17
TOTAL	1063	332	1207

ANNEXURE D

FOREIGN SCHOLARS STUDYING IN INDIA

As on December 12, 1970

Name of Country	Number of Scholars Studying in India
1	2
Afghanistan	5
Argentina	1
Australia	2
Austria	2
Barbados	2
Belgium	2
Brazil	1
Burma	1
Canada	1
Ceylon	14
Chile	1
Columbia	2
Czechoslovakia	1
Denmark	2
Finland	1
Fiji	9
Formosa	1
France	7

1	2
Ghana	2
Greece	2
Haiti	2
Hungary	2
Italy	1
Kenya	1
Malaysia	6
Mauritius	1
Nepal	205
Netherlands	2
Poland	1
Singapore	2
South Korea	1
Sweden	1
Tanzania	1
Thailand	4
Trinidad	2
UAR	4
Uganda	2
UK	11
USSR	7
West Germany	2
Yugoslavia	4
TOTAL	<u>327*</u>

* The figure also includes foreign scholars/trainees coming to India under the T. C. S. (Colombo Plan) and Special Commonwealth African Assistance Plan.

ANNEXURE E

STATEMENT SHOWING PROGRESS OF HINDI TERMINOLOGY WORK OF CSTT

Subject	Terms Evolved during 70-71	Terms Finalised during 70-71	Terms Evolved So Far	Terms Published So Far
I	2	3	4	5
Agriculture . . . . .	..	1,447	8,053	7,500
Anthropology (Physical)	756	756	4,806	4,806
Anthropology (Social)	Nil	Nil	5,825	5,825
Botany	Nil	Nil	13,272	13,272
Chemistry . . . . .	..	1,864	27,680	27,680
Departmental P & T	Nil	1,200	10,204	6,464
Defence Military Services	9,398	6,610	10,580	10,580
Economics	Nil	Nil	6,380	6,380
Commerce	1,600	1,600	5,620	5,620
Education	Nil	Nil	6,079	6,079
Fine Arts Printing and Journalism	928	Nil	9,686	9,686
Geography	Nil	Nil	16,943	16,943
Geology	Nil	Nil	20,110	20,110

1	2	3	4	5
History	4	Nil	12,034	12,034
Home Science	Nil	Nil	6,638	6,638
Library Science	Nil	Nil	6,842	6,842
Linguistics	Nil	Nil	5,064	5,064
Literary Criticism	Nil	Nil	22,550	22,550
Mathematics	Nil	Nil	37,857	37,857
Medicine	Nil	Nil	38,543	31,462
Pharmacy	Nil	Nil	5,754	5,754
Philosophy	Nil	Nil	—	—
Physics	Nil	550	15,830	15,630
Political Science	Nil	Nil	15,000	15,000
Psychology	Nil	Nil	5,375	5,375
Sociology	Nil	Nil	9,330	9,330
Zoology	Nil	2,500	15,500	15,500
Engg. (Elect.)	722	Nil	9,067	5,997
Engg. (Mech.)	91	Nil	14,682	9,028
Engg. (Civil)	392	Nil	19,951	14,816
Engg. (Tele-Comm)	Nil	Nil	5,600	2,400
TOTAL	24,489	17,455	3,97,257	3,59,490

ANNEXURE F

PUBLICATIONS BROUGHT OUT DURING 1970-71

A: PUBLICATIONS UNIT OF THE MINISTRY

1. Functional Literacy—Address by Education Secretary
2. Polytechnical Education or Work Experience in the GDR—A Report on the Schools
3. Annual Report 1969-70 (English)
4. Scheme of Financial Assistance to Voluntary Sanskrit Organisations, Institutions and Pathshalas for promotion of Sanskrit (Bilingual Hindi-English).
5. Annual Report 1969-70 (Hindi)
6. Proceedings of the 32nd Session of the CIBE (Hindi Version)
7. Propagation and Development of Hindi (Hindi Version)
8. Report of the Indian Delegation to the 15th Session of the General Conference of Unesco
9. Report of the Committee on Rural Higher Education
10. Intensive Educational Development Project in Bellary—Address by Dr. V. K. R. V. Rao
11. Indian National Commission for Co-operation with Unesco—Secretary General's Report for 1967-70
12. The Spread of Girls Education in Mehsana District—A Sample Survey
13. International Education Year—1970: Indian Programmes
14. International Education Year—1970: Indian Programmes (Hindi)
15. Resolutions of the National Board of Adult Education
16. Presidential Address by Education Minister, National Board of Adult Education

17. Teachers' Day, 1970.
18. National Physical Efficiency Drive (English)
19. Adult Education and National Development—Dr. V. K. R. V. Rao
20. Report of the Gujarat State Seminar on Educational Administration
21. Teachers' Day, 1970 (Hindi)
22. Adult Education—A Challenge and An Opportunity—Dr. V. K. R. V. Rao
23. Bellary Intensive Development (District) Project
24. The Education of Women—A Key to Progress by Dr. P. V. Thackersey
25. National Physical Efficiency Drive (Hindi)
26. Constitution—National Integration Samitis
27. A Scheme of Assistance to Voluntary Organisations in the Field of Adult Education
28. National Awards for Teachers (Bilingual)
29. Report of the Maharashtra Gram Shikshan Mohim (Hindi)
30. Arjuna Awards—1969 (Bilingual)
31. The School and the Community
32. University-Level Books in Indian Languages—Progress of Production Programmes
33. School Development Projects and Community Support in Madras State (Hindi)
34. Certificates to be Awarded to Prize-Winning Authors of Books for Neo-literates/Neo-reading Public
35. Milestones in Book Promotion
36. Polytechnical Education or Work Experience—A Report on the Schools in the GDR—(Reprint)
37. Language Policy and Programmes by D. P. Pattanayak
38. National Service Scheme

39. National Integration Programmes of the Ministry of Education & Youth Services

40. University-Level Books in Indian Languages-Progress of Production Programmes (Hindi)

B. CENTRAL SECRETARIAT LIBRARY

1.	Indian Education Abstracts (printed)	Vol. 15	No. 2	Quarterly
2.	Indian Education Abstracts (printed)	Vol. 15	N. 3	Quarterly
3.	Indian Education Abstracts (printed)	Vol. 15	No. 4	Quarterly
4.	Indian Education Abstracts (printed)	Vol. 16	No. 1	Quarterly
5.	Current Education Literature (Cyclostyled)	Vol. 12	No. 1	Quarterly
6.	Current Education Literature (Cyclostyled)	Vol. 12	No. 2	Quarterly
7.	Current Education Literature (Cyclostyled)	Vol. 12	No. 3	Quarterly
8.	Current Education Literature (Cyclostyled)	Vol. 12	No. 4	Quarterly
9.	Youth Services Abstracts (Cyclostyled)	Vol. 2	No. 1	Half-Yearly
10.	Youth Services Abstracts (Cyclostyled)	Vol. 2	No. 2	Half-Yearly
11.	Educational Facilities in India and Abroad (Cyclostyled)	Vol. VIII Vol. VIII	No. 1 } No. 2-3 }	Quarterly

C. STATISTICAL DIVISION OF THE MINISTRY

1.	Education in India Vol. I	. . . . .	1964-65
2.	Education in India Vol. II	. . . . .	1964-65
3.	Education in India Vol. IIA	. . . . .	1965-66
4.	Education in Universities in India	. . . . .	1964-65
5.	Directory of Institutions for Higher Education	. . . . .	1969
6.	Educational Statistics—District-wise (Bihar & Tamil nadu (Memeographed)		1965-66
	Expenditure on Education in Annual Budgets of the States (1967-68 to 1969-70)(Memeographed)		

D: NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING*Textbooks*

1. Gadya Sankalan (Reprint)
2. Kavya Sankalan (Reprint)
3. Commercial and Economic Geography
4. Rashtra Bharati Part II (Reprint)
5. Ekanki Sankalan (Reprint)
6. Madhya Kalin Bharat (Reprint)
7. Ank Ganit Beej Ganit Part I (Hindi) (Reprint)
8. Jeev Vigyan Part I (Hindi) (Reprint)
9. Biology Section (Reprint)
10. Aao Padhen Aur Khojen (Reprint)
11. Geometry Part I (Reprint)
12. Rani Madan Amar (Reprint)
13. Arithmetic Algebra Part I (Reprint)
14. Kahani Sankalan (Reprint)
15. Sthaniya Shasan (Reprint)
16. 'Let's Learn English' for Class III
17. Physics Part II (Reprint)
18. Shasan Aur Samvidhan (Hindi)
19. Biology Part I (Reprint)
20. Aao Hum Padhen (Reprint)
21. Science is Doing (English)
22. PSSC Physics Vol. I
23. PSSC Physics Vol. II (Reprint)
24. PSSC Physics Vol. III
25. PSSC Physics Vol. IV
26. Hindi Sahitya Ka Itihas
27. Prachin Bharat (Reprint)

28. Chemistry Part I (Reprint)
29. English Reader Book I—An English Textbook for Class VI (Reprint)
30. Social Studies Book III
31. Beej Ganit for Higher Secondary
32. Australia and North and South America (Hindi)
33. Science is Doing (Hindi Edition)
34. Bhautiki Part II (Reprint)
35. Let's Learn English for Class III (Reprint)
36. Rasayan Vigyan Part I (Reprint)
37. Asia Aur Africa (Hindi) (Reprint)
38. Physical Geography (Reprint)
39. Samanya Vigyan Vol. I (Hindi)
40. Insight into Mathematics (Reprint)
41. Insight into Mathematics (Hindi)
42. Let's Learn English—Book one (Special Series) (Reprint)
43. Jeev Vigyan Part II (Revised edition)
44. Jeev Vigyan Section III (Reprint)
45. Kavya Sankalan (Reprint)
46. Australia and America—A Geography Textbook for Middle Schools
47. Gadya Sankalan (Reprint)
48. Jeev Vigyan Part I (Reprint)
49. Jeev Vigyan Part II (Reprint)
50. Physics for Middle Schools (Study Group Book)
51. Shasan Aur Samvidhan (Reprint)

Teachers, Guide and Workbooks

52. Teachers' Guide for Social Studies I & II (Hindi)
53. Meri Sulekh Pustaka Book I (Reprint)
54. Meri Sulekh Pustaka Book II (Reprint)

55. Teachers' Guide for English Reader for Class III (Special Series)
56. Mathematics for Primary Schools—A Handbook for Teachers
57. Teachers' Guide for Geometry Book I.
58. Teachers' Guide for English Textbook Class III.
59. Meri Abhyas Pustaka for Class III
60. Workbook for English Reader Book I
61. Teachers' Manual Rani Madan Amar (Reprint)
62. Meri Abhyas Pustaka (Chalo Pathashala Chalen) (Reprint)
63. Teachers' Guide for Rashtra Bharati Part II—A Textbook for Class VII.
64. Pupils Workbook for Class VI (Special Series)
65. PSSC Teachers' Resource Guide Part I
66. PSSC Teachers' Resource Guide Part II
67. PSSC Teachers' Resource Guide Part III
68. Teachers' Guide to Science is Doing (English)
69. Teachers' Guide to Science is Doing (Hindi)
70. Teachers' Guide to PSSC Physics Volume IV
71. Workbook to English Reader Class III
72. Laboratory Manual for School Chemistry
73. Teachers' Guide for Physics Textbook for Class VI (Hindi)
74. Teaching History in Secondary Schools
75. Teachers' Manual for Rashtra Bharati Part III
76. Hindi Handwriting Book III (Reprint)
77. Workbook for Hindi Textbook for Class III (Reprint)
78. Workbook for Hindi Textbook for Class IV (Reprint)
79. Workbook for English Textbook for Class III (Special Series)
80. Workbook for Aao Padhen Aur Seekhen (Hindi Reader IV)

Supplementary Readers

81. The Life of Insects
82. Raja Ram Mohun Roy Part II
83. Shankaracharya.
84. Non-Flowering Plants of the Himalayas
85. Mirza Ghalib
86. Kabir (Hindi)

Other Publications

87. Centre-State Relations in Education—By Dr. V. K. R. V. Rao
88. Seminar Readings Programme 1970-71
89. Rating Scale of Personality Traits of Primary School Pupils
90. Cumulative Record for Primary Stage
91. National Survey of Elementary Teacher Education
92. Rules of the NCERT
93. Report of the Committee on Improvement of Art Education (Reprint)
94. Architect, Civil Engineer Tatha Anya Vyavasaye
95. Annual Report 1968-69 (Hindi)
96. The Nation and the School (Reprint)
97. Facets of Indian Education
98. Kanoon Sambandhi Vyavasaye
99. Film Catalogue
100. Primary Teacher Education Curriculum
101. Curriculum and Teaching of Mathematics in Secondary Schools
102. Education and National Development—Report of the Education Commission 1964-66 Vol. I (Reprint)
103. Education Commission Report Volume 2

104. Proceedings of the Second Meeting of National Board of School Textbooks
105. The Role of Schools in Character Formation.
106. Audit Report of the NCERT 1968-69 (English and Hindi Versions)
107. Report of Science Education in the Regional College of Education
108. Special Tests of Achievements in Mathematics (English & Hindi). (eight brochures)
109. Conformity and Deviation Among Adolescents
110. Field Studies in Sociology of Education
111. Sab Ka Bapu (Urdu)
112. Education Commission Report (Vol. 2) (Hard bound)
113. Seminar on Primary and Work-Oriented Education
114. Seminar on Primary and Work-Oriented Education—A Collection of Papers presented for discussion at the Seminar
115. Formulating Objectives of Primary Education
116. Objectives of Primary Education—A Collection from Different Sources
117. Work-Experience as An Integral Part of Primary Education
118. An Annotated Bibliography on School Curriculum.
119. Evaluative Criteria for Inspection and Supervision of Secondary Schools
120. John Amos Kormensky (Comenius)
121. Primary Extension Services
122. Shift System in Kerala
123. Achievement Test in Mathematics (Four Booklets)
124. All India Survey of Achievement in Mathematics
125. School Health Programme—A Survey
126. Development of Scholastic Aptitude Tests
127. Draft Annual Report of NCERT 1969-70

128. Educational Wastage at the Primary Level—A Handbook for Teachers (Reprint)
129. Annual Report (NCERT) 1969-70
130. Elementary Teacher Education
131. Rules of the NCERT (English) (Reprint)
132. What is Curriculum?
133. The Teacher Speaks (Vol. VII)

Journals

134. N.I.E. Journal: March, May, July, September & November, 1970
135. N.I.E. Newsletter: March, June, September, December, 1970
136. School Science: December, 1969, March, June, September 1970
137. Indian Educational Review: January, July 1970, January 1971

E: CENTRAL HINDI DIRECTORATE

- | | | | |
|-----|------------------------------------|-----------|---------------------------|
| 1. | Haryana | | Yog Raj Thani |
| 2. | Tamilnadu | | B. Reddy |
| 3. | Gujarat | | Patel & Nagar |
| 4. | Bengal | | Hanskumar Tiwari |
| 5. | Himachal Pradesh | | Viraj] |
| 6. | Mysore | | B. Reddy |
| 7. | Rajasthan | | Yadavendra Sharma Chandra |
| 8. | Madhya Pradesh | | Rajendra Awasthi |
| 9. | Computer | | Ramesh Verma |
| 10. | Bhartiya Chaya | | Bhagwan Singh |
| 11. | Bihar | | Satyadev Narain Sinha |
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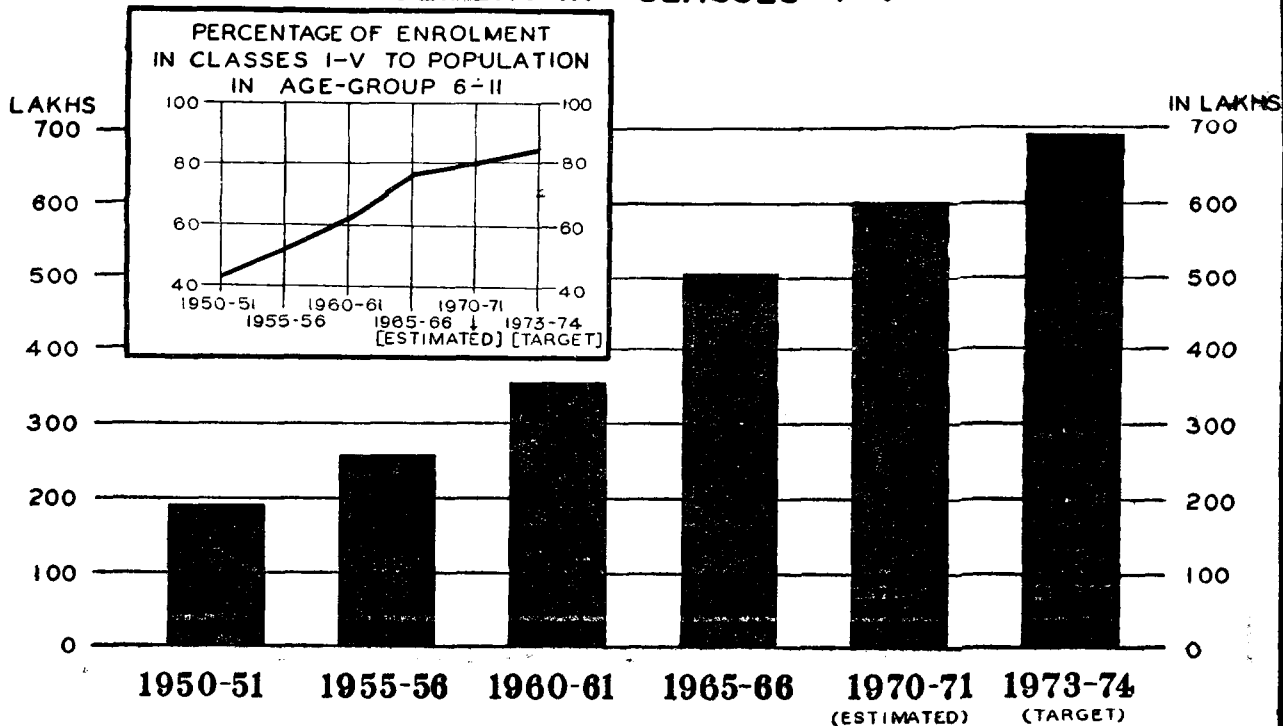
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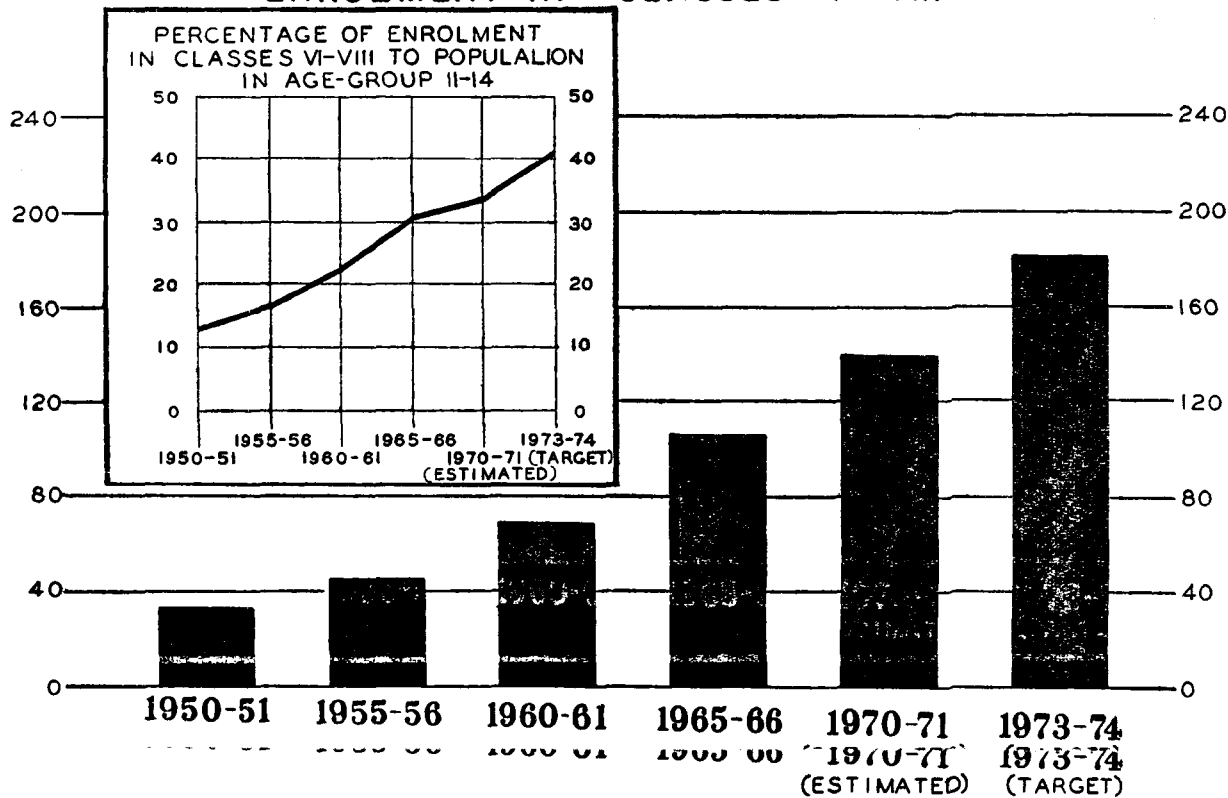
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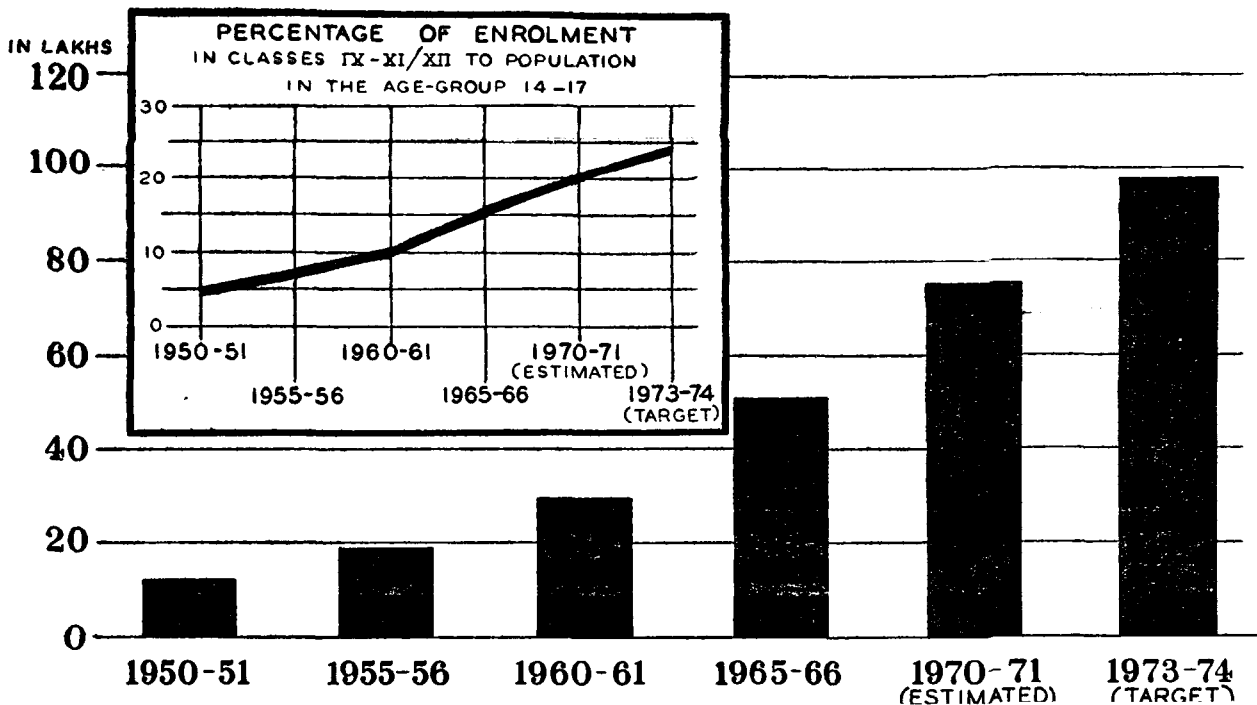


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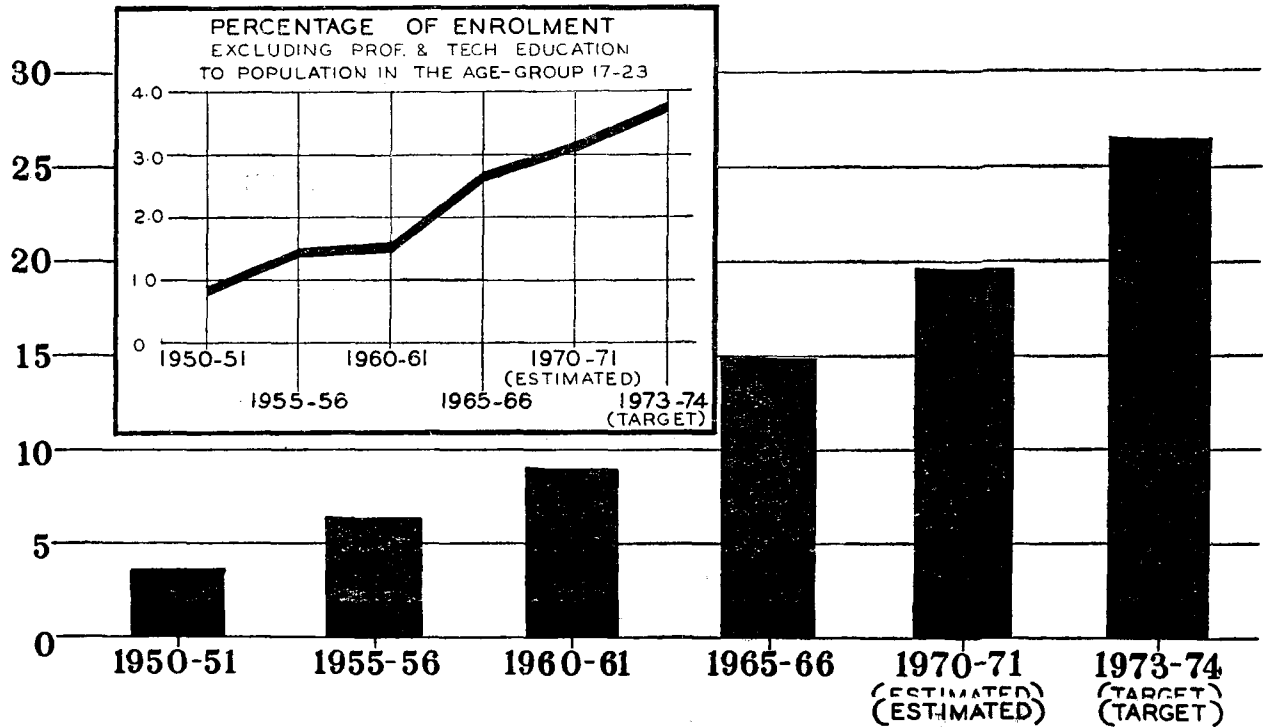


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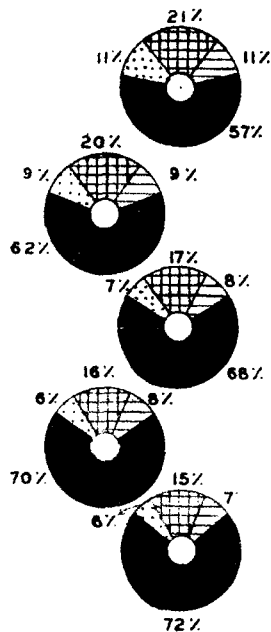
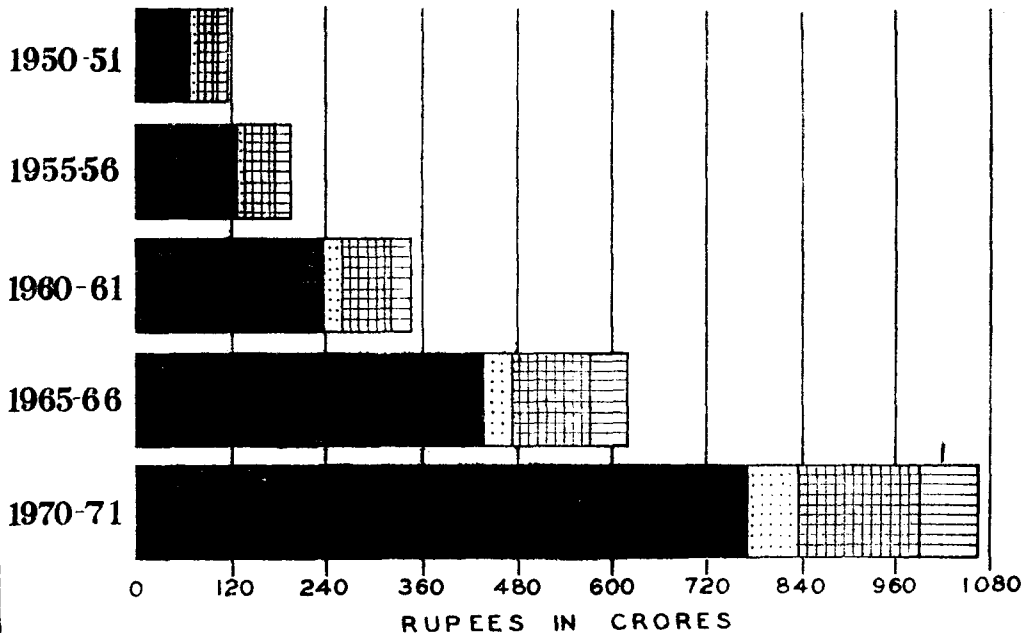


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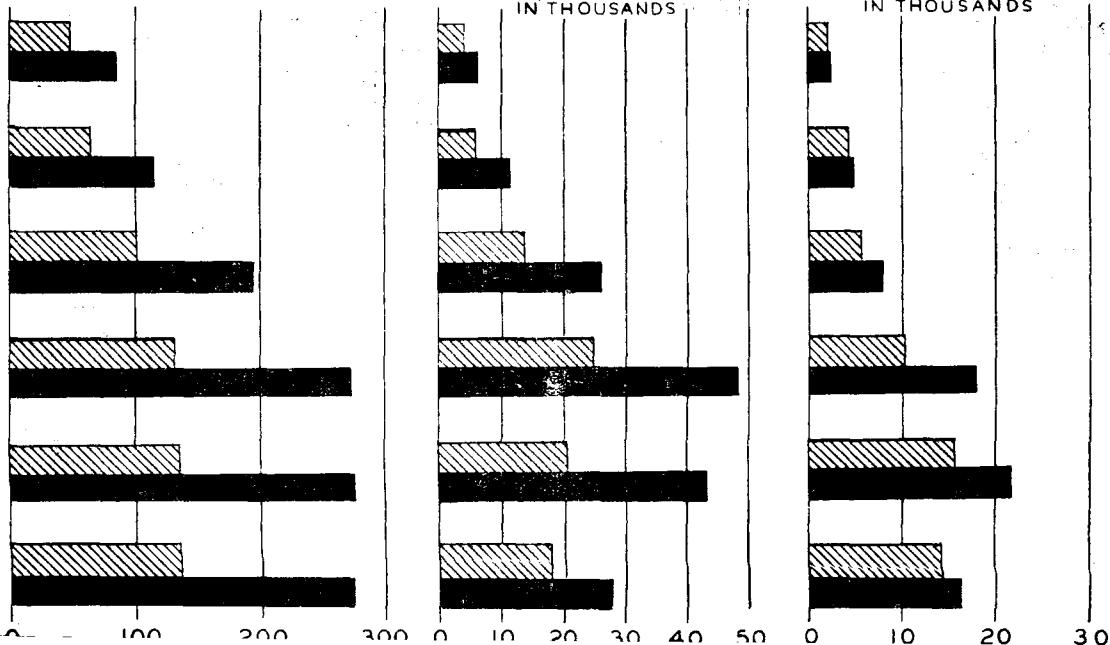
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